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ABSTRACT

This document is a compilation of materials on improving parent involvement in career education. Section 1 contains the following informative materials and exercises: a parent's guide to the career development alphabet, involvement continuum, self-assessment, influences on parents' career decisions, and parental influence exercises; and sample action plan for parent involvement. Section 2 provides information on the following: the changing workplace, future trends, job skill level changes, fastest growing occupations, earnings in various occupations, nontraditional careers, career decision making, and job clusters. The materials in section 3 focus on why parents should be involved: how parents make a difference, helping teens identify interests and abilities and acquire skills, parental involvement checklist, and tool for planning family involvement. Section 4 provides materials on how parents can be involved: parent roles in education, investigating careers activities, parent checklist for school-to-careers involvement, and tips for parents of elementary students and of middle and high school students. Section 5 considers barriers to parental involvement and ways to overcome them. Section 6 provides these resources: chart of cross-curricular career education standards, equity/diversity activities for educators and parents, annotated listing of 115 resources for supporting children, 17 references, descriptions of 18 websites, and list of 5 resources for parents. (YLB)

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Parents as Partners in Career Education

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How do we better involve parents in education?

- Why should parents be involved?
- What are some types of parental involvement?
- What barriers are there?
- What strategies can be developed to overcome the barriers?
- What can our school do to further involve parents?

Parent's Guide To The Career Development Alphabet

Accentuate your child's positive attempts.

Believe in your child.

Criticize sparingly.

Develop your child's interest by exploring different areas.

Experience with your child the results of his/her curiosity.

Field trips or weekend outings to museums, parks, theaters, exhibits, and other places enlarge a child's world.

Goals, both short-term and long-term, should be set consistent with your child's age.

Help your child with creative imagery through storytelling, role-playing, and other activities.

Investigate alternatives and practice decision-making skills with your child.

Jell your child's interpersonal skills through interaction with people of varying ages.

Know that your child is unique, one of a kind, with his/her own individuality.

Link present learning to future needs.

Motivate your child by being a positive role model.

Network your child's world with the "outside world" of the community.

Orient your child to become a lifelong learner.

Prepare your child to see mistakes as attempts that need improvement.

Qualify your child's weaknesses through a balance of his/her strengths.

Resist the urge to impress your ambitions upon your child.

Strengthen your child's basic academic skills at home.

Teach your child to be punctual, honest, and dependable.

Use your time with your child as a precious commodity.

Value your child's observations. Remember that communication involves both seeing and listening.

Wise parenting includes knowing when to let go.

Xenophobia, the fear of strangers, will limit a child's opportunities for career success.

You will make the difference in your child's self-esteem.

Zeal for work and play will help your child grow.

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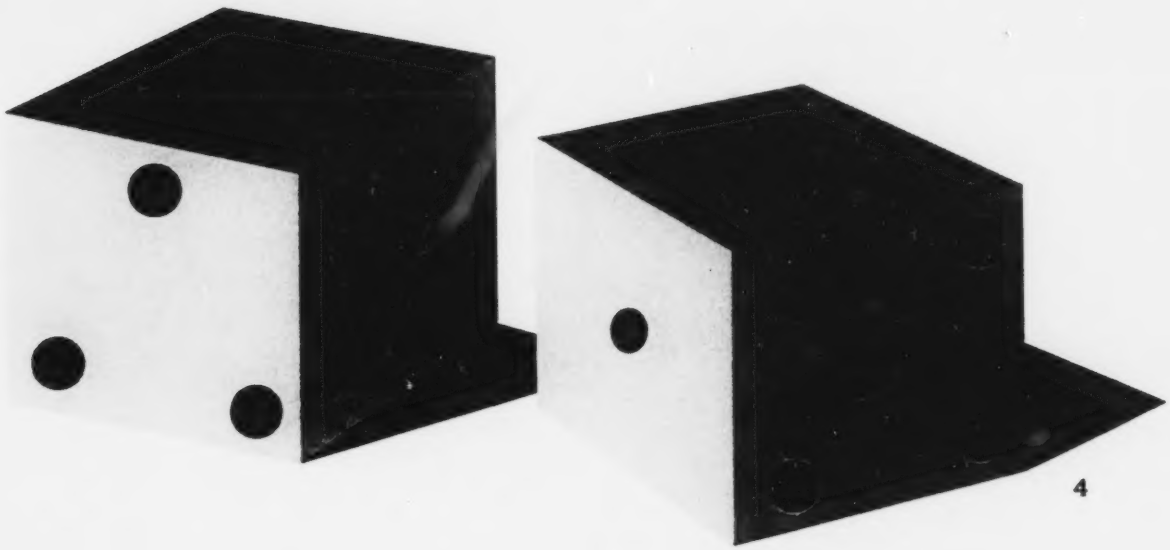
What did/do I want to be?

- When I was a child....
- a teenager
- adult
- in the future????



EXERCISE

THE INVOLVEMENT CONTINUUM

Place a mark on the following continuums:

1. Amount of involvement your parents had in your career decision making process:

   UNDERINVOLVED————————OVERINVOLVED

   Implications/how did you react?

2. Amount of involvement you have in your children's concerns and decisions in general, not specific to career decision making (put a separate mark for each child):

   UNDERINVOLVED————————OVERINVOLVED

   Implications/how did you react?

3. Amount of involvement you have had so far in children's career decision making (put a separate mark for each child):

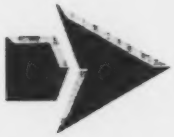
   UNDERINVOLVED————————OVERINVOLVED

   Implications/how did you react?

4. Now ask your child(ren) to mark the last continuum to indicate the amount of involvement you are perceived as having in their career decision making. Discuss differences. Be willing to listen and learn.

   UNDERINVOLVED————————OVERINVOLVED

   Implications/how did you react?



EXERCISE

SELF-ASSESSMENT QUESTIONS FOR PARENTS

Before beginning the process with your children, take a minute to think through the following questions concerning your own career satisfaction and aspirations.

1. What are my interests, values, and skills?

2. How do I define success?

3. To what extent does my current situation meet these criteria?

4. When in my career history have I really been satisfied? What made that so? What made me change that situation?

5. What would I do if my career as I know it were no longer an option? What are my alternatives?

6. Where do I want to be in two, five, or ten years? What do I want to accomplish before I retire?

7. What will I do with myself after I retire?

EXERCISE

INFLUENCES ON YOUR CAREER DECISIONS

1. How did you decide which career to follow?

2. Who or what influenced your decisions?

3. What messages did your parents and other authorities give you about work?

4. What were their expectations of what you would do with your life? Did you make them proud by fulfilling those expectations or disappoint them by following an alternative path?

5. What did your parents do for a living? How satisfied do you think they were with the way they lived their lives? Did you ever talk with them about their career satisfaction or dissatisfaction?

6. What would you have done differently, if you had known then what you know now?

EXERCISE

PARENTAL INFLUENCE

Think back to your relationship with your parents as you grew up and into adulthood.

1. Did you seek their advice or rebel against it?

2. In what ways do your children's reactions to your suggestions remind you of how you reacted to suggestions made by your parents?

3. Were your parents forceful in their opinions and did they expect you to follow their every word, or did they encourage you to form your own position?

4. Did your mother and father have different expectations of you?

5. How did you react to their parenting styles? To what extent does your parenting style mirror or reject the styles of those who parented you?

PLAN OF ACTION—PARENT INVOLVEMENT			
GOALS What are the goals for involving parents? (1) (2) (3) (4) (5)			
STRATEGIES FOR INVOLVEMENT	**RESOURCES NEEDED**	**TIMELINE**	**ASSESSMENT**
How should we involve parents?	Who will help? How will we pay for it?	When will we implement? When will we revise?	How will we know if the strategy was successful?

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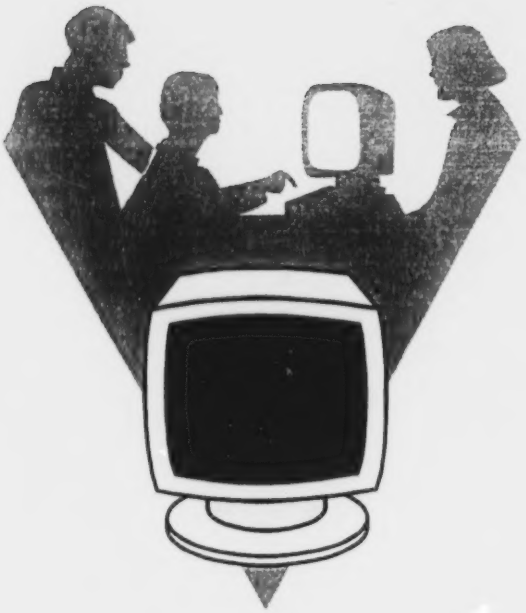
Career Information



You'd be Surprised!

Test Yourself

Do You Know the ABCs of Higher Education?

1. What percentage of high school graduates actually earn a Bachelor's degree?_____
2. What percentage of college students are enrolled in remedial classes?_____
3. In the past 15 years, the cost of living has increased by 88 percent. By what percentage has the cost of college increased?_____

What's Your Career IQ?

4. What types of jobs will show the greatest growth through the year 2010?_____
5. In the past 30 years, professional jobs have increased by what percentage?_____
6. Through 2010, what percentage of jobs will require at least two years of education on training beyond high school?_____
7. Through 2010, what percentage of jobs will require a Bachelor's degree?_____
8. What percentage of recent college graduates with a Bachelor's degree are settling for jobs that do not require one?_____

Answers

1. 23%	5. 0%
2. 40-70%	6. 80%
3. 260%	7. 20%
4. paraprofessional/technical	8. 25%

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The Changing Workforce

- Our future depends upon a highly skilled workforce
- Technology has increased the skill levels required for workers
- Agriculture has moved from the plow and the mule to genetically altering foods using biotechnology
- Manufacturing has moved from assembly line workers to robots and technicians who maintain them
- Information processing has moved from manual typewriters and keypunch to voice-to print technology and Personal Data Assistants (PDA)
- Employment has shifted from manufacturing to service

Future Trends

60% of high school students will work in jobs that currently do not exist.

90% of all jobs in the year 2005 will require knowledge of a computer.

85% of future jobs will require skill training beyond high school.

65% of future jobs will require some college but less than a 4-year degree.

Future Trends

The average adult changes jobs 7 times
and changes careers 3 times
over his or her work life.

The new workforce will work
predominantly in small companies.
(25 employees of less)

The workforce will be predominantly
female, older, and culturally diverse.

Some Workplace Trends

	✦ Individual achievement is being replaced by team focus. Strong interpersonal skills will become a condition of employment.
	✦ Large corporations are becoming leaner and flatter. There is an increase in employment in small companies. Career paths are changing. Downsizing is a way of life. Outplacement is a real possibility.
SOME WORKPLACE TRENDS	✦ Continuous lifelong learning will be essential. Companies will provide professional development opportunities and learning assignments in place of job security.
	✦ The focus will be on psychological success versus upward mobility. There are few one-job, one-employer careers. Employees are increasingly expected to manage their own careers.
	✦ Employees must know and be able to communicate their skills, values, interests, etc. People who take risks and think creatively will be valued and rewarded.
	✦ We are moving toward a more diverse workforce. New hires are entering a global economy.
	✦ To stay competitive, organizations will continuously recreate themselves. These "self-designing" organizations require employees who can continuously adapt and grow. No organization is exempt.
	✦ The world is becoming increasingly technology and computer dependent. Fifty-five percent of U.S. corporation capital investments are related to information technology. Technological improvements will replace unskilled labor.
	✦ Wage gaps will grow larger between occupational and educational levels. Highly skilled workers will be required in all industries.

Adapted from Montross and Shinkman, 1996

Job Skill Level Changes

JOB SKILL LEVEL CHANGES

YEAR	SKILLED	UNSKILLED	PROFESSIONAL
1950	20%	60%	20%
1991	45%	35%	20%
2005	65%	15%	20%

SOURCE: US BUREAU OF LABOR STATISTICS

Unskilled: High School or Less with no technical training

Skilled: Post-secondary training, but less than a baccalaureate degree. Includes associate degrees, vocational-technical schools, apprenticeship training, and military.

Professional: Baccalaureate Degree or More

CHARACTERISTICS OF TODAY'S AND TOMORROW'S WORKPLACE

TRADITIONAL MODEL	HIGH PERFORMANCE MODEL
STRATEGY	
• mass production • long production runs • centralized control	• flexible production • customized production • decentralized control
PRODUCTION	
• fixed automation • end-of-line quality control • fragmentation of tasks • authority vested in supervisor	• flexible automation • on-line quality control • work teams, multi-skilled workers • authority delegated to worker
HIRING AND HUMAN RESOURCES	
• labor-management confrontation • minimal qualifications accepted • workers as a cost	• labor-management cooperation • screening for basic skills abilities • workforce as an investment
JOB LADDERS	
• internal labor market • advancement by seniority	• limited internal labor market • advancement by certified skills
TRAINING	
• minimal for production workers • specialized for craft workers	• training sessions for everyone • broader skills sought

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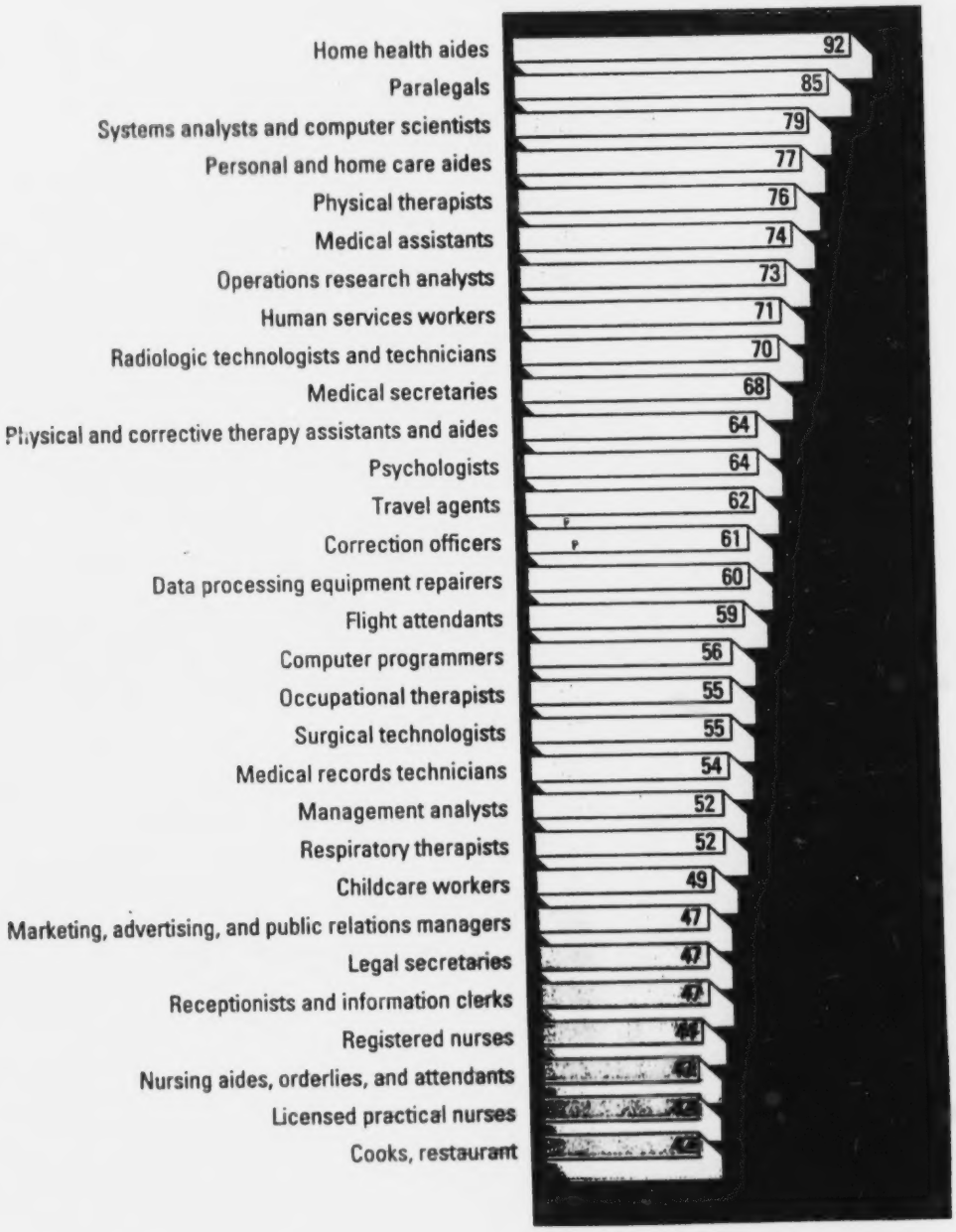
Fastest growing occupations, projected 1990-2005



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SD Occupations Growing Most Rapidly

SD Occupations Growing Most Rapidly

	1994 Workers	2005 Workers	% Growth
Desk-Top Publishing System Operators	200	415	107.5%
Human Services Workers	665	1,205	81.2%
Systems Analysts	430	760	76.7%
Occupational Therapist	160	270	68.8%
Surgical Technicians	255	425	66.7%
Medical Assistants	395	650	64.6%
Personal & Home Care Aides	415	680	63.9%
Clerks, Hotel Desk	995	1,590	59.8%
Paralegals	170	270	58.8%
Counselors, Residential	1,245	1,960	57.4%
Physical Therapists	290	450	55.2%
Clerks, Adjustment	2,110	3,270	55.0%
Medical Records Technicians	380	585	53.9%
Assemblers, Machine	315	480	52.4%
Bill & Account Collectors	1,155	1,745	51.1%

SOURCE: South Dakota Labor Bulletin

South Dakota Projected Percentage Growth in Employment by Level of Education and Training 1994-2005

SOURCE: Labor Market Information Center, SD Department of Labor

Earnings: How Do They Vary by Occupation?

Each year the US Bureau of Labor Statistics estimates the average salary in various occupations. Here are the figures from the latest *Occupational Outlook Handbook* for selected fields. In some cases, such as physicians, the figure may be lower than normally quoted as averages include those just getting started in the field as well as established workers. Salaries are higher in metropolitan areas than in smaller communities.

Office Related

File Clerk	$15,500
Secretary	$19,150
Telephone operator	$19,600
Credit clerk	$20,800
Office machine repairer	$22,900
Office supervisor	$26,520

Craft Related

Sewing machine operator	$15,800
Butcher	$16,450
Construction labor	$16,900
Painter	$18,800
Carpenter	$21,200
Auto mechanic	$22,000
Bricklayer	$24,000
Machinist	$25,950
Electrician	$27,500
Tool and die maker	$32,100
Plumber	$37,500
Iron worker	$54,000

Retail and Hospitality

Cashier	$11,400
Waiter/waitress	$12,800
Apparel sales	$13,250
Cosmetologist	$14,250
Hotel clerk	$14,300
Janitor/cleaner	$14,650
Buyer	$25,450
Jeweler	$28,000

Service and Public

Social worker	$25,450
Clergy member	$26,800
Telephone operator	$27,500
Police officer	$29,100
Librarian	$29,900
Fire fighter	$31,800
Mail carrier	$32,250
Postal clerk	$34,000
Public administrator	$35,650

Health Related

Clinical lab technician	$25,950
Dietician	$26,850
Nurse, RN	$34,100
Occupational therapist	$35,600
Physician assistant	$41,000
Pharmacist	$45,000
Veterinarian	$83,069
Physician	$139,000

Technical Fields

Engineering technician	$28,800
Architect	$35,100
Biological scientist	$36,050
Computer programmer	$36,900
Chemist (BS)	$42,000
Computer analyst	$42,300
Actuary	$46,000
Operations research analyst	$50,000
Chemical engineer	$51,200
Engineer	$52,500
Chemist (PhD)	$60,000

Transportation

Cab driver	$18.700
Bus driver	$20.000
Truck driver	$23,350
Airline pilot	$55,650
Railroad engineer	$59,600

Other Business Related

Bank teller	$14,750
Insurance adjuster	$22,800
Real estate sales	$29,650
Insurance broker	$30,100
Accountant	$30,800
Personnel manager	$33,800
Securities broker	$40,300
Marketing manager	$42,550
Economist	$44,450

Education Related

Child care workers	$7,900
Elementary school teacher	$31,200
High school teacher	$33,000
College professor	$46,300
High school principal	$63.000

Other Professional

Newspaper reporter	$20,300
Photographer	$21,200
Artist	$24,550
Travel agent	$25,000
Reporter/editor	$30,700
Public relations worker	$32,000
Lawyer	$55,800

Data are based upon weekly wage averages times 50 weeks.

Source: NYS Occupational Education Equity Center

TRADITIONAL CAREERS FOR WO

	Salaries	Training Programs
Construction Laborers	$11.02 - $20.20/hour	None required
Mechanics and Repair	$14,000 - $42,000	2 year programs; apprenticeships
Electronic Technician	$22,524 - $29,292	1 and 2 year programs
Computer Maintenance	$16,000 - $23,000	6 months - 2 years
Fire fighters	$13,500 – 32,600	1 year program; apprenticeships
Water & Waste Tech.	$24,284 - $27,200	On-the-job and formal training
Robotics	$16,000 – 30,000	1,2 and 4 year programs
Carpentry	$8.00 - $20.00/hour	Apprenticeship programs
Welding	$16,000 - $25,000	1 & 2 year programs; apprenticeships
Tool and Diemaking	$22,256 - $31,772	1 & 2 year programs; apprenticeships
Machinist	$12.00 - $29.00/hour	1 & 2 year programs; apprenticeships
Machine Tool Operation	$14,924 – $25428	On-the-job; apprenticeships
Drafting/CAD	$18,000 - $29,000	3 months – 4 year programs
Small Engine Repair	$7.50 - $11.00/hour	3 months – 1 year training
Bricklayer	$8.00 - $21.00/hour	2 year programs; apprenticeships
Auto Body Repair	$20,956 - $27,900	1 & 2 year programs on the job training; apprenticeships
Aircraft Mechanics	$7.50 - $17.00/hour	Graduation from FAA School
Heating & Cooling System Mechanics	$8.00 - $18.00/hour	2 year programs; apprenticeships
Engineering	$30,526 - $39,000	Bachelor's Degree

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TRADITIONAL CAREERS FOR ME

	Salaries	Training Programs
Nursing (RN)	$25,605 - $34,300	2, 3 and 4 year programs
Certified Nurse Assistant	$16,968 -$21,504	3 months – 1 year programs
Travel Services Marketing	$12,000 - $21,000	1 and 2 year programs
Physical Therapy	$24,828 - $32,544	Variety of programs include class & clinical experience leading to BS
Child Care	$8,164 - $13,884	1 and 2 year programs
Legal Assistant	$18,924 - $29,652	Variety of programs
Librarian	$21,564 - $35,124	Master's required
Cosmetology (Hair Stylists)	$12,000 - $13,000	Nine months (1,500 hours)
Dental Assistant	$15,636 - $19,320	On-the-job or 9-15 months
Radiologic Technologist	$17,534 - $31,548	2,3, and 4 year programs
Surgical Technician	$15,000 - $23,000	9-24 months
Medical Lab Technician	$16,068 - $23,652	1 and 2 year programs
Medical Records	$19,668 - $25,044	1 and 2 year programs
Bookkeeping	$13,848 - $19,320	High School diploma
Court Reporting	$22,525 - $29,290	2 year programs
Secretary	$12,948 - $18,876	1 and 2 year programs
Elementary Teaching	$17,600 - $25,828	Bachelor's Degree
Flight Attendants	$12,090 - $14,640	Company training programs

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Two-Year Degree's High Return

A new analysis of the economic impact of higher education degrees finds two-years degrees offering the greatest return from a return-on-investment (ROI) perspective. While the cumulative earnings' effects of four-year and graduate degrees surpass that of the two-year credential, the two-year's ROI of $5.84 (for every $1 invested by students in higher education) tops the four-year's $5.43 and the graduate's $5.20.

From a public investment perspective, every $1 spent by the state on higher-ed investments produces a ROI (in higher tax revenues) of $1.38 for the two-year degree, $.96 for the four-year degree, and $1.05 for the advanced degree. The ROI analysis was conducted for the Tennessee Board of Regents by economists at the state's Austin Peay University. ***(Community College Week—4/20/98)***

YOUNG Adult Income Trends*

Demographic Group	1972-73	1984-85	1994-95
18 to 24 years old	$17,629	$16,396	$15,527
25 to 29 years old	27,807	26,651	22,831
Males	23,986	24,173	19,899
Females	20,571	18,610	19,876
White	22,481	21,949	20,370
Black	21,728	21,700	15,239

*Annual income adjusted for inflation

Monthly Labor Review -- February/98

Reality Check Questions

★ Where am I now?

★ Where do I want to go?

★ How am I going to get there?

(These 3 questions apply throughout your whole life)

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Where do students want to see themselves in 25 years?

Careers

Jobs

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Influences On A Student's Ability To Enhance Learning

- ★ identifying personal likes/dislikes
- ★ identifying personal strengths, weaknesses, opportunities, and threats
- ★ friends & family
- ★ past experiences (relationships, work...)
- ★ future goals and aspirations
- ★ current economic and academic situation

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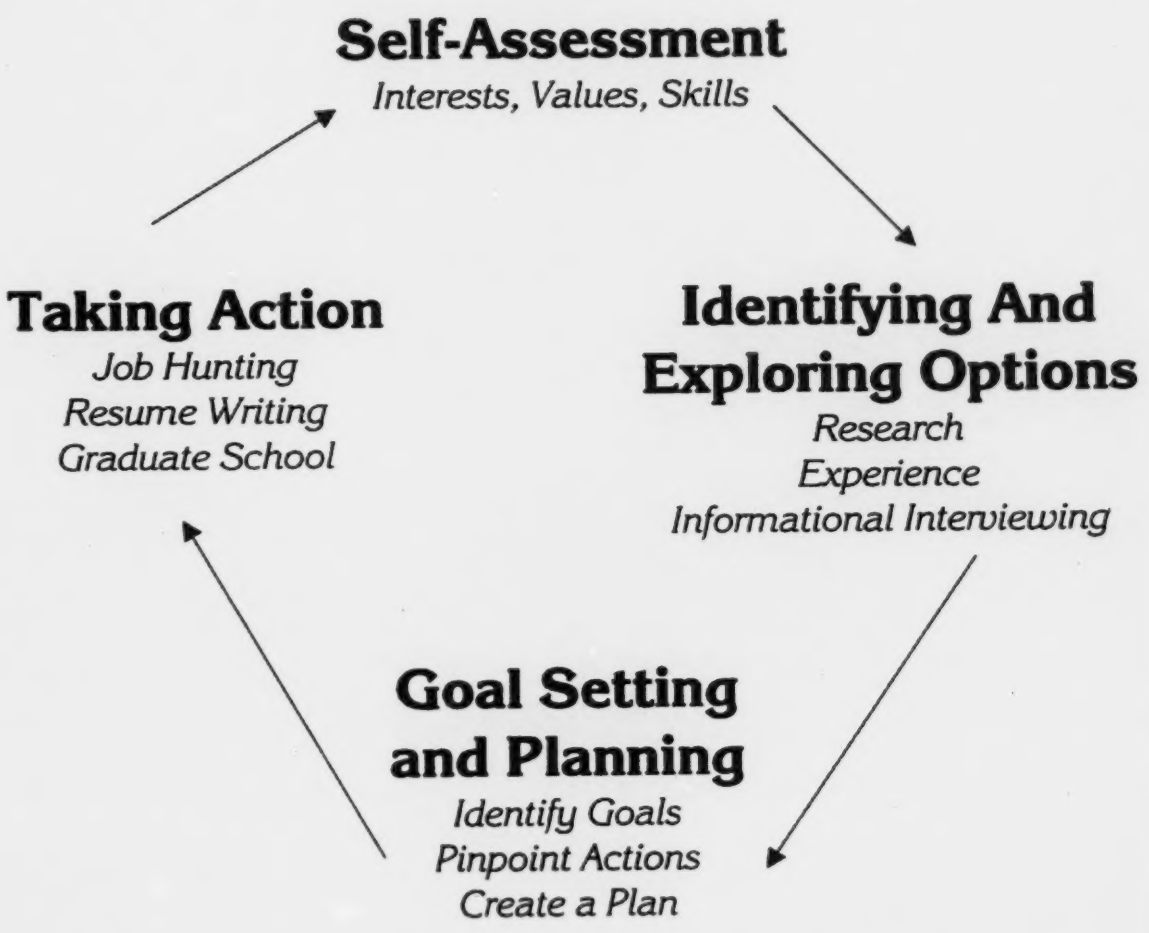
Career Decision Making Model



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Defining Your Interests, Values, and Skills

Interests are the things that you like to do--what fascinates, excites, and inspires you. If you are interested in what you do you'll derive satisfaction from your work. Interests can be developed over time or tied to your personality and natural tendencies.

Values are the things that are most important to you--what motivates you and contributes to your sense of well-being. If your values are satisfied in your work, you will most likely feel committed to your job, career, and/or organization.

Skills are things that you do well--your strengths and talents. When your skills match the requirements of your career, your performance on the job will be positively affected.

INTERESTS	→	What you Like to Do	→	Satisfaction
VALUES	→	What Is Important to You	→	Commitment
SKILLS	→	What You Do Well	→	Performance

LEARNER OUTCOMES

Comprehensive Career Development

The Playing Field

A Plan

Informed Transitions

Skills

Exposure/ Experience

Player's Draft

On the attached are pennants from six different baseball teams. You are attending a players draft, where players with the same or similar interests will be on the same team.

1. Which team would you instinctively be drawn to, as "your kind of people"—those whom you would most enjoy playing with for the longest time? Write the team name here:

2. After fifteen minutes, every- one you have chosen is drafted to another team. Of the groups which re- main, which one would you now most enjoy playing with. Write the team name here:

3. After fifteen minutes, this team too leaves except for you. Of the teams which remain, which one would you now most enjoy playing on? Write the team name here:

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Life is like a baseball game...
Which team will you join?

PLAYERS DRAFT

I
Science
People here are interested in science, logic; they like to analyze, evaluate and solve problems; they like learning and understanding the causes of events.

Science "White Sox"

R
Technical
People here prefer to work with objects, things, machines, tools, have mechanical ability; prefer plants, animals and being outdoors; working with their hands.

Technical "Twins"

A
Arts
People here are artistic; they like change; using imagination and creativity; using their feelings and intuitions; they like working in jobs where they are free to set their own schedules and work creatively.

Arts "Angels"

E
Business Contact
People here like to manage others; they like to influence, persuade or lead people; they like working on a team toward goals, competition and business-like activities.

Business Contact "Braves"

S
Social Service
People here like to work with other people; to teach; help, develop or cure people; these people are good with words.

Social Service "Red Sox"

C
Business Operations
People here like to work with figures, data, numbers; have math ability; like to do things in detail; follow instructions; have clerical ability.

Business Operations "Brewers"

JOB CLUSTERS IN THE WORLD OF WORK

BUSINESS CONTACT

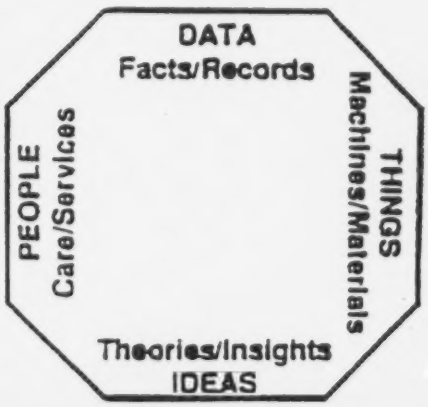
This work is *mainly* with PEOPLE and DATA.

BUSINESS OPERATIONS

This work is *mainly* with DATA and THINGS.

SOCIAL SERVICE

This work is *mainly* with PEOPLE, but ideas or data may also be important for jobs in this cluster.



TECHNICAL

This work is *mainly* with THINGS, but ideas or data may also be important for jobs in this cluster.

ARTS

This work is *mainly* with IDEAS and PEOPLE.

SCIENCE

This work is *mainly* with IDEAS and THINGS.

6 JOB CLUSTERS CONTAIN 23 JOB FAMILIES

AND OVER 13,000 DIFFERENT JOBS

CAREER CLUSTERS AND JOB FAMILIES

(✓) Check the Job Families that match your interests and abilities

1. Business Contact

JOB FAMILIES AND SAMPLE JOBS

___ **A. Marketing and Sales**
Sales workers in stores, route drivers (milk etc.); buyers; travel agents; sales workers who visit customers (real estate and insurance agents; stock brokers; farm products, office and medical supplies sales workers).

___ **B. Management and Planning**
Store, motel, restaurant, and agribusiness managers; office supervisors; purchasing agents; managers in large businesses; recreation/parks managers; medical records administrators; urban planners.

2. Business Operations

JOB FAMILIES AND SAMPLE JOBS

___ **C. Records and Communications**
Office, library, hotel, and postal clerks; receptionists; computer tape librarians; office, medical, and legal secretaries; court reporters.

___ **D. Financial Transactions**
Bookkeepers; accountants; grocery check-out clerks; bank tellers; ticket agents; insurance underwriters; financial analysts.

___ **E. Storage and Dispatching**
Shipping clerks; mail carriers, truck and cab dispatchers; air traffic controllers.

___ **F. Business Machine/Computer Operation**
Computer console, printer, etc. operators; office machine operators; typists; word-processing equipment operators; statistical clerks.

3. Technical

JOB FAMILIES AND SAMPLE JOBS

___ **G. Vehicle Operation and Repair**
Bus, truck, and cab drivers; mechanics; forklift operators; airplane pilots; ship officers.

___ **H. Construction and Maintenance**
Carpenters; electricians; painters; bulldozer operation; building inspectors; custodians.

___ **I. Agriculture and Natural Resources**
Farmers; foresters; ranchers; landscape gardeners; tree surgeons; plant nursery workers.

___ **J. Crafts and Related Services**
Cook; meat cutters; bakers; shoe re-pairers; piano/organ tuners; tailors; jewelers.

___ **K. Home/Business Equipment Repair**
Repair of TV sets, appliances, typewriters, telephone, heating systems, photocopiers, etc.

___ **L. Industrial Equipment Operation & Repair**
Machinists; printers; welders; industrial machinery repairers; production painters; firefighters; machine operators.

4. Science

JOB FAMILIES AND SAMPLE JOBS

___ **M. Engineering/Other Technologies**
Engineers and engineering technicians; lab technicians; computer programmers and technicians; drafters; food technologists.

___ **N. Medical Specialties/Technologies**
Dental hygienists; EEG and EKG technicians; opticians; prosthetics technicians; x-ray technologists; dentists; pharmacists; veterinarians.

___ **O. Natural Sciences and Mathematics**
Agronomists; biologists; chemists; mathematicians; physicists, soil scientists.

___ **P. Social Science**
Marketing research analysts; anthro-pologists; economists; political scientists; psychologists.

5. Arts

JOB FAMILIES AND SAMPLE JOBS

___ **Q. Applied Arts (Visual)**
Floral designers; merchandise displayers; commercial artists; fashion designers; photographers; interior designers; architects; landscape architects.

___ **R. Creative/Performing Arts**
Entertainers (comedians, etc.); actors; actresses; dancers; musicians; singers; composers; writers; art, music, etc. teachers.

___ **S. Applied Arts (Written and Spoken)**
Advertising copywriters; disk jockeys; legal assistants; advertising account executives; interpreters; reporters; public relations workers; lawyers; librarians; technical writers.

6. Social Service

JOB FAMILIES AND SAMPLE JOBS

___ **T. General Health Care**
Nursing aides; dental assistants; licensed practical nurses; physical therapy assistants; registered nurses; dietitians; occupational therapists; physicians; speech pathologists.

___ **U. Education and Related Services**
Teacher aides; preschool teachers; athletic coaches; college teachers; counselors (guidance, career, etc.); elementary and secondary school teachers; special education teachers.

___ **V. Social and Government Services**
Security guards; recreation leaders; police officers; inspectors (health, safety, food etc.); child welfare workers; home economists; rehabilitation counselors; sanitariums; social workers.

___ **W. Personal/Customer Service**
Grocery baggers; bellhops; flight attendants (stewards, stewardnesses); waiters and waitresses; cosmetologists (beauticians); barbers; butlers and maids.

List those job families you are interested in and plan to learn more about:

1. _____ Date
2. _____ Date
3. _____ Date
4. _____ Date

Why Should Parents Be Involved?

Fifty years from now it will not

matter what kind of car you drove,

what kind of house you lived in,

how much you had in your bank

account, or what your clothes looked

like. But the world may be a little

better because you were important

in the life of a child

Anonymous

BEST COPY AVAILABLE

TEN TRUTHS OF PARENT INVOLVEMENT

→ All parents have hopes and goals for their children. They support their children's efforts to achieve those goals.

→ The home is one of several spheres that simultaneously influence a child. The school must work with the other spheres for the child's benefit, and must not push them apart.

→ The parent is the chief contributor to a child's education. Schools can either co-opt the parent's role or recognize the parent's potential.

→ Parent involvement must be a legitimate element of education.

→ Parent involvement is a process, not a program of activities. It requires ongoing energy and effort.

→ Parent involvement requires a vision, a policy, a framework, and a consensus.

→ Parents' interaction with their own children is the cornerstone of involvement. A program must recognize the value, diversity, and difficulty of this role.

→ Most barriers to parent involvement are found within school practices, not within parents.

→ Any parent can be "hard to reach." Parents must be approached individually: they are not defined by gender, ethnicity, family situation, education, or income.

→ Successful parent involvement nurtures relationships and partnerships. It strengthens bonds between home and school, parents and educators, and school and community.

A Call to Parents

PARENTS MAKE A DIFFERENCE!

At home:
Four things that parents control explain 88% of the difference in student math scores and 91% of the difference in reading scores. They are:

- ★ student attendance at school;
- ★ the variety of available reading materials in the home;
- ★ the amount of TV children watch;
- ★ the amount of time parents read to children.

At school:

- ★ Teens with highly involved parents are three times more likely to earn a bachelor's degree.

Student's highest level of education	*Parents highly involved during HS*	*Parents moderately involved during HS*	*Parents not very involved during HS*
BA or BS degree	27%	17%	8%
Some Post-Sec Ed	53	51	48
HS Diploma only	20	32	43

Sources: *The Family is Critical to Student Achievement*, Edited by Anne T. Henerson and Nancy Berla, Center for Law and Education, 1995.
Strong, Families, Strong Schools, U.S. Department of Education., 1995.

WHAT CAN YOU DO NOW?

Take these four steps to insure your teen's future success:

- ★ Help your teen identify interests and abilities.
- ★ Help your high school teen acquire the skills that are necessary to successfully pursue any post-secondary educational path.
- ★ Help your teen plan an appropriate, affordable post-secondary education.
- ★ Help your teen take advantage of all post-secondary programs available in high school.

HELP YOUR TEEN IDENTIFY INTERESTS AND ABILITIES

Too Young To Choose?

Many parents believe that college is where young people discover who they are. But neuroscientists have recently discovered that children are born with unique learning patterns and interests. A child's interest and abilities are fairly well-defined by age 10, and wise parents help their children discover and develop these interest and abilities.

There's a simple reason for this; when teens know what they love to do, and what they're good at, they are more likely to succeed than teens who have not explored their interests and abilities.

As a parent, you can help guide your teen to the self-awareness that is critical for future success. Here are some key questions to ask yourself:

- ★ What is my teen's favorite subject in school?
- ★ What subject is the most challenging for my teen?
- ★ How well does my teen study? Is homework completed on time? Is my teen's homework the number one priority in our household?
- ★ What volunteer activities does my teen pursue?
- ★ Is my teen's job connected to his or her interests?
- ★ Have you asked your teen, "Where do you see yourself in ten years?"
- ★ Which societal problems does your teen care about?
- ★ Does your teen prefer to work individually or in groups?
- ★ Has your teen connected with other people who share his or her interest?
- ★ Has your teen met with the school career specialist?
- ★ Has your teen met with the school counselor?
- ★ Is your teen beginning to see a connection between passions and professions?
- ★ Does your teen understand that the best post-secondary education follows logically from interests and abilities developed in high school?
- ★ Are you making sure that your teen is leaving high school prepared to succeed? Does your teen have the necessary academic and technical skills to succeed after high school?

HELP YOUR HIGH SCHOOL TEEN ACQUIRE SKILLS

Thirty years ago, a college degree was a sure thing – a guaranteed ticket to success. But in today's job market, young people need skills. Teens who have mastered the basic skills are able to learn anything. And in the 21st century, the best-paid workers will be those who are capable of ongoing, lifelong learning. To ensure that teens will be lifelong learners, they must master key skills during high school. How? Through hard work and discipline – and with your ongoing encouragement and support.

Sound overwhelming? Let these simple "Do and "Don't" suggestions be your guide:

DO

1. Express high but realistic expectations.
2. Make sure your teen attends school regularly.
3. Encourage your teen to take challenging courses.
4. Make sure your teen completes all homework assignments before pursuing other activities.
5. Help your teen with class scheduling.
6. Encourage a well-rounded education, including academic and professional/technical courses.
7. Monitor out-of-school activities, especially teen jobs.
8. Encourage volunteerism, job-shadowing and relevant internships during high school.
9. Obtain an accurate evaluation of your teen's skills through an ASSET test given at your local community college or technical college.

DON'T

1. Don't underestimate your teen. Don't let your teen do sloppy or incomplete work, either at home or at school.
2. Don't let your teen skip school or duck any other obligations.
3. Don't think that grades are more important than skills.
4. Don't let anything come before your teen's education.
5. Don't let your teen plan his or her class schedule at the last minute.
6. Don't let your teen's education be lopsided. Balance is key.
7. Don't let your teen work more than 15-20 hours per week in a paid job.
8. Don't let your teen be isolated from the community.
9. Don't assume that A or B grades prove your teen has mastered skills.

A CALL TO PARENTS

Welcome to Boom Times

The economy is soaring. The labor market is exploding. Opportunity abounds. As a nation, we haven't enjoyed such prosperity since WWII.

So What's the Problem?

You can send your teen to college. You can take out a second mortgage to finance it. And after 6+ years, your child can end up with a college degree - and a low-paying job.

1. In 1967, a Bachelor's degree was a guaranteed ticket to the good life. A Bachelor's degree was an affordable, fail-safe investment in the future. Today, despite a robust economy, a college education can be a high-cost, high-risk investment – unless it includes a variety of marketable skills.

2. In 1967, a freshly minted Bachelor's degree opened doors. Employers hired applicants with any college degree, then taught them skills on the job. Today, the reverse is true. Employers demand that workers bring skills to the job. A college degree may encourage advancement within the company, but skills open doors.

3. Today's professional-technical careers require people skills and technical skills. In the past, jobs were either people-oriented or technology-based, but today's technoservice careers require both.

A CALL TO PARENTS

And what's the solution?

1. As parents, we need to help our teens identify their interests. Once we identify a teen's passions, we can help teens connect those passions to real jobs in the real world.

2. As parents, we must help our teens plan carefully and choose the right training to match their interests.

3. While our teens are still in high school, we can help them make sure they learn the fundamental skills that ensure successful completion of their chosen post-secondary education.

4. Encourage your teen to explore all educational options. In addition to four-year colleges, investigate apprenticeship programs, internships, military opportunities and professional-technical degree programs offered by your local community and technical colleges.

A CALL TO PARENTS

THE SOLUTION STARTS IN HIGH SCHOOL

During the High School Years:

1. Identify, respect and encourage your teen's interests. Connect those interests to the world of work. If your teen likes to draw, point out graphic art in magazines, medical illustrations in textbooks, and designs on fabric and china. Be creative. Emphasize the unlimited career possibilities that can emerge from your teen's deepest passion.

2. Make education the number one priority in your teen's life. Remind your teen that education makes all future careers possible. Yes, teens lead busy lives – but no teen is too busy to do homework, and the most successful high school students study at least 8 hours per week outside of class.

3. Make sure your teen is learning real skills. Because of widespread grade inflation, you cannot assume that good grades are proof of successful learning. Placement and assessment information can be obtained from your local community or technical college.

4. Teach your teen this simple fact of life: you will only start doling out college tuition dollars when your teen has successfully mastered such basic, necessary skills as math and English composition. Explain that you are not willing to shell out $250-450 for remedial classes in college. Basic skills are taught for free in high school; don't let your teen graduate without them.

5. Insist that your teen learn some technical skills in high school. Professional, vocational, and technical skills are taught for free in high school. Remember, every teen can graduate from high school with the prerequisites for professional/technical careers.

6. Explore all of the college credit opportunities while still in high school, such as Tech Prep, Running Start, Advanced Placement (AP) and College in the High School.

7. Do more than preach volunteerism-help your teen practice it. Volunteer jobs help kids connect their interests to the adult world of work. Volunteer jobs help teens make contacts in the real world of work, and they let teens get a taste for particular careers. That's critical, because the more a teen learns about a particular career, the more wisely he or she will choose the appropriate educational path.

8. Discourage dead-end teen jobs. Real skills are learned at school and in meaningful work experiences. Too many after-school jobs are unrelated to a teen's plans for the future.

9. Thee key is to help teens identify interest, acquire basic skills and investigate all post-secondary educational paths. Teens who plan their post-secondary education wisely-and complete it-are bound to succeed.

Parent Involvement Checklist

COMMENT TO FACILITATORS

Use this checklist to help your school improvement committee or action team identify its current parent involvement practices. Team members should work together to fill out the checklist. Calculate your responses using the scoring guidelines on Page 4. Then initiate a discussion about which practices should be maintained, eliminated, or improved in order to enhance parent involvement in your school.

DIRECTIONS

Record your YES or NO responses to the following questions. As you fill out the checklist, collect sample material that illustrates the answer (such as a copy of your parent involvement plan, a pupil progress report form, an attendance sheet from a school function).

PARENT INVOLVEMENT PLAN

Yes No

❑ ❑ 1. Is there a stated commitment to parent involvement, such as a directive, policy or guideline?

❑ ❑ 2. Are there adequate resources (funding, staff) to support parent involvement activities?

❑ ❑ 3. Is there a parent involvement coordinator?

❑ ❑ 4. Is there a written plan for parent involvement?

❑ ❑ 5. Is there provision in the plan for staff training in all aspects of parent involvement?

❑ ❑ 6. Is there provision in the plan for data collection, program monitoring, and evaluation?

❑ ❑ 7. Did parents help develop plan?

OUTREACH

Yes No

❑ ❑ 8. Were special efforts made to involve men and women from different racial and national origin groups in all parent activities?

❑ ❑ 9. Have linkages been made with community organizations and religious groups which serve the families of children enrolled in your school?

❑ ❑ 10. Are liaisons or interpreters available from different national origin groups to help with parent involvement activities if needed?

❑ ❑ 11. Is a particular effort made to involve male family members in school activities?

❑ ❑ 12. Do some parent involvement activities take place in the community?

SCHOOL POLICY AND PROCEDURES

Yes No

❑ ❑ 13. Is there a parent advisory council? Are parents represented on school advisory council(s)?

❑ ❑ 14. Are members of advisory council(s) representative of the school population by race, gender, and national origin?

❑ ❑ 15. Are parents trained to be effective council members?

❑ ❑ 16. Are parents involved in developing educational goals and objectives for the school?

❑ ❑ 17. Are parents involved in developing school procedures and rules?

❑ ❑ 18. Are parents involved in developing pupil progress reporting forms and procedures?

SCHOOL-SPONSORED PARENT ACTIVITES

Yes No

❑ ❑ 19. Are parents welcomed into the school on a daily basis as observers, volunteers, and resources?

❑ ❑ 20. Is a PTO/PTA active in your school?

❑ ❑ 21. Are parents involved in developing school sponsored parent and family activities?

❑ ❑ 22. Are there educational activities and training for parents which enable them to work with their own child at home?

❑ ❑ 23. Are there social activities for parents and families?

❑ ❑ 24. Are there ways for parents to help the school (fundraising, paint/fix up, etc.)?

❑ ❑ 25. Are there adult education classes for parents (ESL, GED, exercise classes, etc.)?

❑ ❑ 26. Is there an updated file of community services and resources for parents and families (health, social services, financial aid, emergency assistance, etc.)?

❑ ❑ 27. Are child care arrangements made for school meetings and other parent activities if needed?

❑ ❑ 28. Are there parent recognition programs for service to the school?

Continued on Page 43

Tools For Schools

Parent Involvement Checklist

Continued from Page 42

COMMUNICATING WITH PARENTS

Yes No

❑ ❑ 29. Do teachers make an effort to communicate regularly and positively with parents?

❑ ❑ 30. Is there a regular school newsletter with information for parents?

❑ ❑ 31. Are parent communications written clearly and simply (at a 6th to 8th grade level) using language the family can understand?

❑ ❑ 32. Are school procedures and rules clearly communicated to parents at the beginning of each year or when children are enrolled?

REPORTING CHILDREN'S PROGRESS TO PARENTS

Yes No

❑ ❑ 33. Do teachers make an effort to say positive things about the child and emphasize the child's strengths in their progress reports to parents?

❑ ❑ 34. Are teacher concerns about their child's progress communicated clearly to parents?

❑ ❑ 35. Do parents participate in decisions affecting their child's education (classroom placement, course selection)?

❑ ❑ 36. Are all educational options for their child explained clearly to parents?

❑ ❑ 37. Are meetings arranged at the parents' request to discuss parent concerns regarding their child?

❑ ❑ 38. Are parent-teacher conferences scheduled at times convenient to the parents and teachers?

❑ ❑ 39. Are transportation arrangements made for parents to attend parent-teacher conferences if needed?

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SCORING

Three separate scales are used to help you rate your organization on parent involvement.

PROGRAM FUNDAMENTALS

Count one point for each YES answer to questions 1,3,4,7,8,13,16,21,29,35.

7-10 points: Congratulations! You have a well planned program in place.

4-6 points: You have the elements of a good parent involvement program on which to build a comprehensive program.

0-3 points: You are missing the planning needed for an effective parent involvement program. Persuade school officials to commit the resources to begin a comprehensive program.

EQUITY

Count one point for each YES answer to questions 8, 9,10,11,12,14,27,31,38,39.

9-10 points: Bravo! Equity is an important part of your parent involvement program.

4-8 points: Although you have considered some equity issues when designing your program, you must do more to address race, gender, and national origin concerns.

0-3 points: You need to rethink the equity of your parent involvement program to attract diverse parents to school activities.

RANGE OF ACTIVITIES

Count on point for each YES answer to questions 2,5,6,15,17,18,19,20,22,23,24,25,26,28,30,32,33, 34,36,37.

14-20 points: Keep up the good work! You have an excellent range of parent involvement activities. Monitor them to ensure that they continue to appeal to diverse parent interests.

8-13 points: You have some good parent involvement activities in place. New activities should be developed with community input in order to bring additional groups of parents into the school.

0-7 points: You need to increase the range of parent involvement activities to bring more parents into the school. Read the recommended resources on pages to expand your knowledge about parent involvement. Form a parent advisory group.

Planning Your Family Involvement

Comments to facilitators: After your school improvement committee or action team completes the Parents Involvement Checklist, use the forms on this page and page 6 to guide your family involvement planning.

Begin by creating the Three-Year Overview, using the form on this page. This will help your group outline its vision on how practices of partnership will develop and improve over three years.

In a separate meeting,design your One-Year Action Plan for each of the six types of family involvement. This will help your team schedule and conduct activities to reach specific results for one school year.

Time: Two hours.

Supplies: Overhead projector.

Preparation: Create one transparency for each of the six types of family involvement described on Page 2. In the spaces provided, identify which of the six types of family involvement is the focus of each page.

Directions: Place the transparency on the overhead projector. If your team is six members or less, work as one group to discuss and identify the group's vision for family involvement. If the group is larger than six, break into smaller units for this discussion. Bring everyone back together for a final discussion. Record the group's goals, finetuning the language as necessary until the group reaches consensus on the goal for each year.

VISION: THREE-YEAR OVERVIEW

What is your action team's broad goal for improving _____ *(Specify the type of family involvement here.)* over the next three years?

Which activities might you conduct over three years to reach your vision for _____? *(Specify they type of family involvement here.)*

YEAR 1

YEAR 2

YEAR 3

Reprinted with permission. ***School, Family, and Community Partnerships: Your Handbook for Action*** *by Joyce Epstein, et al., Corwin Press, 1997.*

FACING THE FUTURE

As high school graduation draws near, your teen will need guidance in planning the best, most appropriate post-secondary educational path. As a parent, you can take steps to help your teen meet the challenges of the future.

1. Don't choose your teen's career.
2. Don't fill out forms when your teen begins the application process for post-secondary education.
3. Don't write your teen's application essays.
4. Don't assume that your teen's future goals reflect on you. They don't.
5. Don't forget who is really applying to college.
6. Don't automatically assume that a college degree guarantees success.
7. Accompany your teens to career fairs offered at community colleges and technical schools.
8. Let your teen know that you will not pay for remediation: your teen must master all basic skills before you'll pay a cent of post-secondary tuition.
9. Remind your teen that post-secondary education needn't happen directly after high school. For many teens, travel, work experience, the military and AmeriCorps offer a chance to clarify career goals. Older students consistently out-perform their younger classmates.

And Keep in Mind

- ★ Successful post-secondary education must match your teen's career goal.
- ★ College is only one of many post-secondary educational paths. Don't overlook the others: apprenticeships, community colleges and technical colleges.
- ★ Remember, college isn't the goal. College is only a means to an end.
- ★ Don't let your teen pursue higher education without the necessary funds.
- ★ To cut costs, have your teen live at home and attend community college for two years.
- ★ Avoid loans if possible. Before you or your teen take out a loan, calculate its REAL cost over the number of years it will take to be repaid.
- ★ Students who switch majors lengthen the time they take to graduate.
- ★ Students who switch schools lengthen the time they take to graduate.
- ★ Before choosing a college, students need to know if their planned major is competitive or open at the college. When students apply to competitive majors and are not admitted, they add time – and cost – to their college experience.
- ★ Both high school and college jobs are useful if they're relevant to a student's plan for the future. In college, students who work at jobs related to their major are more likely to find a career within their chosen field.

How Can Parents Be Involved?

Parent Roles in Education

- partners
- collaborators and problem solvers
- audience
- supporters
- advisors and/or co-decision makers

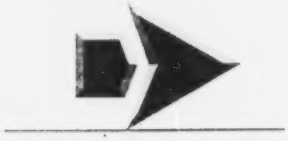
Brainstorming Activity

"How can/does our school involve parents?

1.

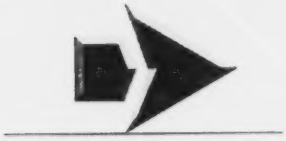
2.

3.



FOUR ADDITIONAL PARENTING ROLES

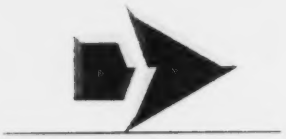
When your child is in this state of the decision making process:	**The role of you as parent is:**
Self-assessment	Clarifier
Identifying and exploring options	Connector
Goal setting and planning	Challenger
Taking action	Motivator



KEY ACTIONS

THE PARENT AS CLARIFIER

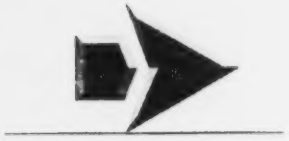
- ★ Watch for natural interest and support their development.
- ★ Provide an environment rich in opportunities to express interests and preferences.
- ★ Have your child complete an interest inventory.
- ★ Legitimize the development of natural skills that may or may not have commercial potential.
- ★ Give legitimacy to the existence and importance of values, skills, and interests as aspects of your child's emerging self-concept.
- ★ Help your child think about personality and make the connection between personality and work environment.
- ★ Help your child learn how to handle distress and impulse, to develop emotional intelligence.
- ★ Review with your child the data from his or her self-assessment (skills, interests, values, personality), and keep the focus on the child as the key player in the process.



THE PARENT AS CONNECTOR

KEY ACTIONS

- ★ Help your child gather data about the real world at work.
- ★ Honor your child's analytical process—it is vastly more productive for your child to invest time learning that a particular career is not for her than for you to tell her you think that career is a bad choice.
- ★ You do not need to act like an expert who knows all about careers.
- ★ Help your child connect the data gathered during self-assessment with various options, by asking, "If you could wave a magic wand and do whatever you liked, what would you do?"
- ★ Connect your child to appropriate resources (reading, people, experiences) to assist with career exploration.
- ★ Discuss the data your child finds and what he has learned from it.
- ★ Connect your child to your network of friends and acquaintances for career exploration purposes.
- ★ Help your child to see that pain and confusion are positive aspects of growth.
- ★ Help your child to stay with her perceived hopes and trust in her vision of herself.



THE PARENT AS CHALLENGER

KEY ACTIONS

★ Talk with your children about career aspirations. Express interest in their plans, communicate the importance of setting goals.

★ Provide resources such as ideas on how to get more information and contacts for informational interviews.

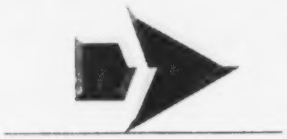
★ Don't let them get discouraged if they are not excited about a field that they explore. Explain that clarifying what one does not want to do is an important step toward focusing on a direction they might want to take.

★ Build self-confidence: Brainstorm informational interview questions, let them practice asking them, give them feedback and suggestions.

★ Discuss informational interview results with them. Decipher jargon that they hear from others; motivate them to move on if they've had a bad experience. Help them interpret what they are hearing and determine next steps.

★ Help them monitor progress toward goals, process what they are learning, provide feedback and suggestions about how to keep or get back on track.

★ Together create and review action plans, checklists, and milestones.



KEY ACTIONS

THE PARENT AS MOTIVATOR

- ★ Help your child to overcome nonchalance that may be simple disguising a fear of failure.
- ★ Help your child understand the combination of liberty and necessity that governs most of our lives.
- ★ Provide support in a family setting.
- ★ Remember that one of the core motivations for participation in career decision making is that making decisions is what life is about.
- ★ Help to increase the number of variables being considered.
- ★ Keep the decision making process going even when your child says, "You decide for me!"
- ★ Help your child understand that endurance is the critical element of success in job hunting.
- ★ In times of unemployment, help your child focus on the growth potential in that situation.

INVESTIGATING CAREERS

Activity Sheet 1: Self Inventory

Directions: Complete the following by writing a brief description of yourself.

1. **My characteristics as a career person:**

   My talents _____

   _____

   My skills _____

   _____

   My aptitudes _____

   _____

2. **My personal values:** _____

   _____

   _____

3. **My goals for a personal life:** _____

   _____

   _____

4. **My goals for a career:** _____

   _____

   _____

INVESTIGATING CAREERS

Activity Sheet 2: Self Inventory

Directions: As you research a specific career, answer these questions:

Job Title _____

1. **What specific duties does this job have?**

2. **What kind of skills are necessary to fulfill these duties?**

3. **What physical requirements does this job have?**

4. **What aptitudes, strengths, and talents are required?**

5. **What is the work environment?**

6. **What are the responsibilities?**

7. **What are the compensations?**

(over)

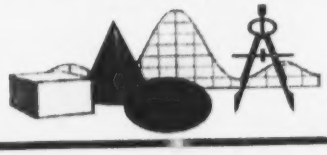
8. **With whom does a worker in this job interact?**

9. **What is the projected need for workers in this career?**

10. **Will work be available in the geographic area I want to live in?**

11. **What training and/or education is needed to be qualified for an entry-level job in this career?**

Parents' Checklist for School-to-Careers Involvement



Involvement in School-to-Careers activities and career guidance is important to improving student achievement. Continued participation in the development of career awareness from Kindergarten through High School ensures your child's success. The following checklist provides suggestions for home and school:

- ☐ Set aside a few times a week to talk with your child about accomplishments, plans, without distractions like the TV or radio. Include time for discussions of worries, concerns and fears he/she may be experiencing.
- ☐ Make homework a priority. Consider keeping the television off until all homework has been done. Have your child present the night's homework assignments for your review each night.
- ☐ Find out whether your child's school area is safe. Review personal safety rules with your child frequently. Explain to them reasons why drugs are unacceptable and how they bring an element of danger to a school area.
- ☐ Think of activities around the home to do with your children that are related to schoolwork or skills they are learning in school. Use counting and language arts activities when going about chores and errands.
- ☐ Give your child a balanced and nutritious diet.
- ☐ Find out from your district office how your child's school compares academically to others in the area whether it is improving. If not, find out why.

Parents of pre-school age children can also:

- ☐ Make sure your child has received all of the appropriate vaccinations and recent medical care to arrive at school with a healthy mind and body.
- ☐ Read with your child at least once a day.
- ☐ Consider preschool options in your child's area. Low-cost alternatives are available through Head Start and many local churches, synagogues and civic organizations.

Parents of grade-school children can also:

- ☐ Get a library card for your child.
- ☐ Communicate often with your child's teachers to monitor progress and get ideas for how you can support your child's work.

Parents of high school students can also:

- ☐ Encourage your child to take challenging classes.
- ☐ Encourage your child to sign up for extracurricular programs and classes or meaningful after-school jobs.

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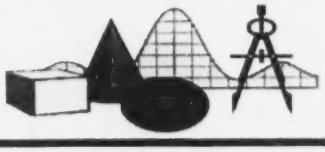

20 Tips for Parents of Elementary School Students

Here are 20 ways in which parents and families of elementary children can get involved in the development of career awareness:

1. Take your children to work with you for a day and show them how you do your job. Give them activities to do that illustrate your responsibilities on the job. If you use tools or materials in your occupation, either demonstrate them for your child or allow your child to use them. Allow your child to produce something that he or she can take home as a remembrance of the day at work. Allow your child to wear a uniform if you wear one to work. Encourage your employer to host a "Take Your Child to Work Day."

2. Assist your child in understanding the relationship between school and career. Teach your child that his or her performance in school is connected to success in a chosen career.

3. Organize or become involved with an existing Career Day at your child's school. Bring in tools, materials, uniforms or pictures, that represent your work and allow the children to handle the items and ask questions.

4. Have your employer sponsor learning activities at our child's school. For instance, if your employer is a bank and you are a bank teller, provide assistance to the students and teachers by helping them establish a school bank. Prior to starting the bank at the school, arrange a tour of the worksite.

5. Help organize field trips for your child's class related to the world of work.

6. Participate in parent involvement activities at your child's school, particularly those related to School-to-Careers.

7. Have your child use his or her leisure time to volunteer for a charity or community organization. This will enable your child to better the community and to develop interpersonal and organizational skills.

8. Help your child in developing basic competencies - following directions, speaking, reading, writing, and basic math. Help your child cultivate these skills through homework, housework, and other activities that reinforce these basic skills.

20 Tips for Parents of Middle and High School Students (cont.)

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9. Be aware of stereotyping your daughter or son into prescribed gender roles. Diversify household tasks by assigning responsibilities based on ability rather than gender. Make yourself and your child aware of existing gender biases. Teach your child how to recognize and handle gender discrimination. Have consistencies in parenting for both females and males. Treat your child as a special and unique individual.

10. Allow your child to make many of his or her own decisions. Have your child practice making decisions by following this formula for decision making:
    1) Identify the problem;
    2) Gather relevant data;
    3) Evaluate the data;
    4) Identify alternate courses of action;
    5) Determine and choose the best course of action; and
    6) Evaluate the action taken

11. Teach your child the value of money by giving control over a set amount of money, perhaps a weekly allowance. Allow children to make purchases in your presence with a preset limit on spending.

12. Make your child aware of the connection between education and careers. Talk about how you apply your own education to your work and develop games utilizing current subjects taught in school. For instance, if your child is learning fractions, have your child demonstrate what he or she has learned by slicing a pizza or pie at dinner.

13. Help your child develop a strong awareness of self. Encourage your child to talk about his or her feelings in terms of goals, values, wishes, interests, likes and dislikes and strengths. You may want to help your child start a scrapbook or journal.

14. Encourage friends, relatives and acquaintances to talk to your child. Arouse your child's curiosity about their life and work roles.

15. Encourage your child to use your local library as a resource on careers and information gathering.

16. Spend time telling stories about your career, discussing the highs and lows and obstacles and challenges you may have faced.

17. Have your child take classes outside the traditional education system like community-sponsored recreational programs, YMCA, scouting organizations, etc. Encourage them to select classes based on their interests. Have the child document experiences in the portfolio.

18. Keep a portfolio on your child. Encourage your child to assist you in choosing the contents. What kinds of things will you consider keeping? The portfolio should contain

20 Tips for Parents of Middle and High School Students (cont.)

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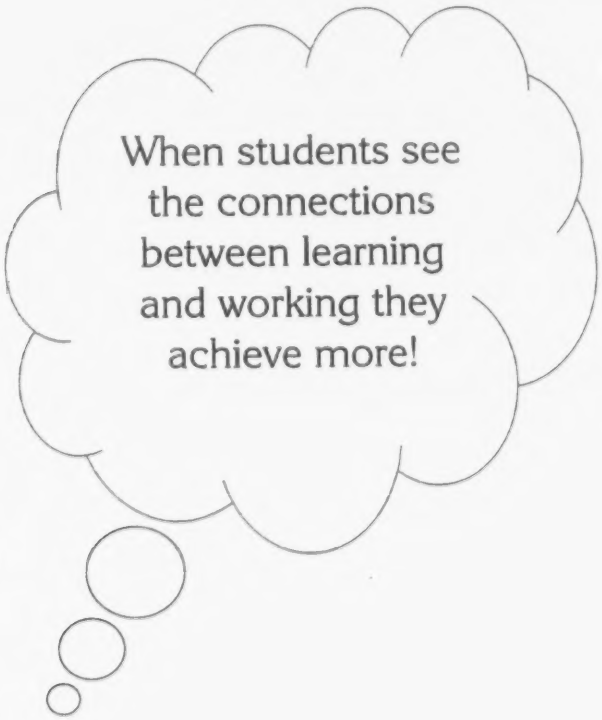
this information: demographic data, personal statistics, activity, school data, interest inventory results and aptitudes, schoolwork samples, photos, special accomplishments, etc. Allow your child to take over maintaining the portfolio when ready and able.

19. Make an occupational family tree indicating the careers in your family.

20. Talk about how talents, interest and hobbies can turn into careers. Discuss your own hobbies and encourage your child to develop his or own hobbies.



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20 Tips for Parents of Middle and High School Students

Here are 20 ways in which parents and families of middle and high school students can get involved in the development of career awareness:

1. Encourage your child to use the local library as a resource on careers and information gathering. Invite your child to help you to conduct research if you are undergoing a job search yourself.

2. Have your employer sponsor learning activities at your child's school. For instance, if your employer is a bank and you are a bank teller, provide assistance to the students and teachers by helping them establish a school bank. Prior to starting the bank at the school, arrange a tour of your worksite.

3. Help organize field trips for your child's class related to the world of work.

4. Participate in parent involvement activities at your child's school, particularly those related to School-to-Careers.

5. Have your child volunteer for a charity or community organization. This will empower your child to better the community and develop interpersonal and organizational skills.

6. Make your child aware of the connection between education and careers. Talk about how you apply your own education to your work and develop games connecting school subjects to work tasks.

7. Encourage your child to find summer and seasonal employment. Evaluate the job application and give feedback on communication skills if an interview is involved.

8. Seek information from professional associations on career opportunities.

9. Urge schools, employers and businesses in your community to encourage and reward academic achievement.

10. Make presentations or speeches at your child's school during a Career Day or School-to-Careers meeting.

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11. Allow your child or other students to shadow you for a day at your workplace. (Shadowing is when a student attends work with an adult for a day to learn more about a career in which he/she is interested.)

12. During vacations, work with your child to explore the occupations and careers which are abundant in your community. Review newspapers and attend business and community meetings.

13. Read the newspaper together: What are the headlines? What are the jobs that come to mind? Examine the business sections: What companies are growing? Increasing their workforce? Developing new products? Exploring new territory? Which of these is interesting to your child? Why or why not? What school subjects do the articles bring to mind? Is it a favorite subject for your child? Review job advertisements. Discuss qualifications and their relation to academics.

14. Have your child take an interest inventory. What does it tell your child about him/herself? What does it tell you about your child?

15. Keep a portfolio on your child. Encourage your child to assist you in choosing the contents. What kinds of things will you consider keeping? The portfolio should contain this information: demographic data, personal statistics, activity, school data, interest inventory results and aptitudes, schoolwork samples, photos, special accomplishments, etc. Allow your child to take over maintaining the portfolio when ready and able.

16. Involve and encourage friends, relatives and acquaintances to talk to your child about skills and values they use in the workplace.

17. Plan leisure time activities that explore interests, abilities and skills.

18. Review these classifications of skills and have your child determine where his or her skills fit: doer, thinker, creator, helper, organizer, persuader. Give definitions of each. What are others? Discuss and list the career possibilities under each category.

19. Create a budget for your child for today. Help him or her determine the salary expected in the chosen field. Look at the things your child dreams of owning - car, home, boat, etc. Take your child to a local employment agency to determine if there are any available jobs in the field of interest. Determine if the salary meets the expectations of your child. Ask your child what skills and education he or she would need to be qualified for the job. If qualified for the job, ask your child how he or she would handle competing with several other people for the same job even though they possess the same level of education, experience and skill.

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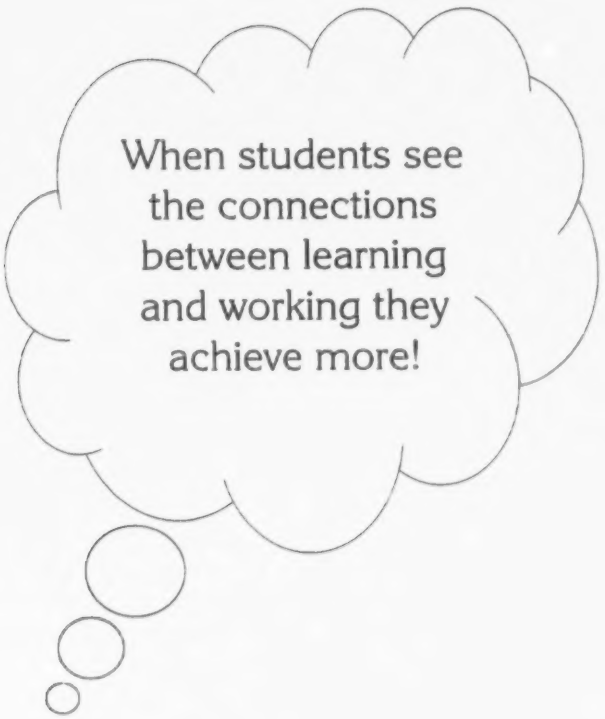
20. Discuss with your child the changing nature of the job market and the nature of work. Discuss the shift in downsizing and rise in temporary workers as compared to the past.

21. Discuss how you deal withthese pressures - lack of benefits, shift to service employment, shrinking salaries. Discuss the new opportunities in international employment.



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Use the sample letter below to encourage parents at your school to share their career experience with students. Retype onto your school's stationery.

Dear Parents,

The students in our school are learning about the importance of school careers. We want to learn more about the work that you do, whether in the home or otherwise, so that you might become involved in the School-to -Careers program at our school.

Please answer the following questions to help us begin this important program that will enable your child to understand the importance of careers and school and how achievement in both helps one become successful in life. Send your completed form to school with your child or contact me at (phone number).

Parent's Name _____ Student's Name _____

Home Phone_____ Work Phone_____

1. What is your job? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing, such as tools, uniforms, materials, or pictures?

_____

_____

4. Would you be interested in giving a classroom presentation on your career and how you became interested in your past or current occupation? _____ Yes _____ No

5. Could a field trip to your office or place of employment be arranged? __ Yes __ No

6. Would you be interested in volunteering or serving on a committee? __ Yes __ No
What hours are you available?_____

7. Please give the name of the person at your office who handles public relations/ Outreach along with the name and telephone number of your employer.

_____

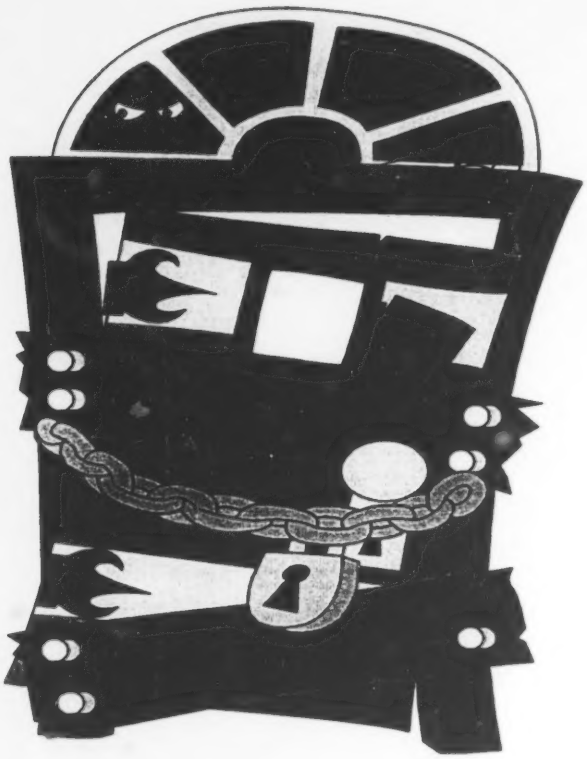
8. Do you have any relatives who would be interested in sharing their career experiences With our class? _____ Yes _____ No List names _____

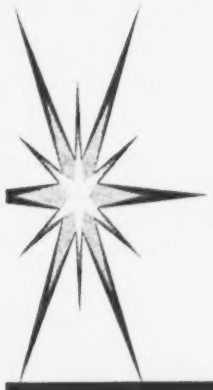
Thank you for your consideration,

Sincerely,

(Your Name)

What are the Barriers to Parental Involvement?





Barriers to Parent/Family Involvement

Most Common Barriers Cited by Parents

- ➤Lack of Time
- ➤Feeling They Have Nothing to Contribute
- ➤Not Understanding the System
- ➤Lack of Child Care
- ➤Language and Cultural Differences
- ➤Feeling Intimidated
- ➤Lack of Transportation
- ➤Scheduling Conflicts/Difficulties
- ➤Not Feeling Welcome

BARRIERS TO PARENT INVOLVEMENT

LACK OF TIME

- Two-breadwinner families, one-parent families, and parents who hold more than one job have many demands on their time. Sixty-six percent of employed parents with children under 18 say they do not have enough time for their children.
- Teachers have limited time to make home visits or to talk to students parents because many teachers are parents themselves.

UNCERTAINTY ABOUT WHAT TO DO

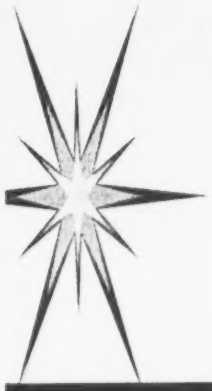
- Many parents are unsure about how to help their children learn.
- The number of teenage parents has risen dramatically in recent years, and many are simply not prepared to be parents.
- Parents who have had bad experiences with schools as students may be reluctant to return to school as parents, or they may feel unsure about the value of their contribution.
- Many parents say they would be willing to spend more time helping their children with homework or other learning activities if teachers would give them more guidance.
- Many teachers lack training in how to work with families.
- Few teacher preparation programs address techniques for communicating with families, and many teachers and other school staff do not know how to involve parents in children's learning.

CULTURAL DIFFERENCES

- Many immigrant families do not understand English.
- Those family members who speak English but have little education may have difficulty communicating with schools because their life experiences and perspectives are different.
- Some immigrant parents have different views of schools and their own role in their children's education.
- Teachers may be unable to communicate with non-English speaking parents.

LACK OF A SUPPORTIVE ENVIRONMENT

- Parents are raising their children alone.
- More parents live in poverty than at any time since 1965.
- Low-income parents have less contact with schools than do higher-income parents. They need support from all sectors of the community if they are to become involved in their children's education.



What Are the Barriers Within Schools That Prevent Successful School Outreach?

1. Lack of training for educators.

2. Lack of commitment to parent/community involvement.

3. Belief that parent/community involvement is not the responsibility of the school.

4. Idea that parent/community involvement is a body count (quantity) rather than a strong (quality) partnership with the school.

5. See involvement as a support function in which the parent/community role is to raise money, volunteer at school and attend

6. Resistance from school staff to work with parent/teacher and community groups as agents of collaboration and change.

[redacted]

What barriers to parental involvement exist in our school?	What are some possible strategies to overcome these barriers?

IDEAS FOR OVERCOMING OBSTACLES TO PARENT ATTENDANCE AND PARTICIPATION

Obstacles	Ideas for Overcoming Them
Inconvenient meeting time	Send home a brief questionnaire asking parents to specify convenient meeting times.
Lack of transportation	Arrange car pools and walk pools; provide bus or information about public transportation; arrange for other transportation.
Lack of babysitters	Provide a nursery or arrange to pool children where a sitter is available.
Feelings of personal inadequacy	Arrange information social events at which parents and staff can become better acquainted. Do not discount anything parents say. Acknowledge parental shyness. ("We are all initially hesitant to say anything out loud because we think that what we say might not be of interest to the group. But that's shy we're here – to share ideas.")
Inexperienced chairpersons	Conduct training, coach chairpersons; take chairs to observe well-run meetings.
No opportunity to participate at meetings	Ask questions, encourage parents to express their viewpoints; remind staff that they are there in a consulting capacity.
Meetings seem to accomplish nothing	Research topic before meeting; close on a positive note. If an issue cannot be resolved, research the topic further and present findings at next meeting or by memo; involve other members in getting more information. Write a "job description" for the group, clearly stating purpose, authority, responsibility and communications.
Feeling unwelcome	Brief the staff on ways to put parents at ease (comment on something positive child has said or done, compliment parents on something they have said or on their appearance). Serve refreshments.
Having overwhelming personal problems.	Arrange personal calls or home visits to permit parents to speak openly about their problems. If appropriate, try to help parents resolve problems.

ADAPTED from: U.S. Department of Health, Education, and Welfare (1980). *A Handbook for Involving Parents in Head Start*. Washington, DC, Administration for Children, Youth and Families.

Resources

CROSS-CURRICULAR CAREER EDUCATION STANDARDS*

Self-Knowledge			
Elementary	**Middle School**	**High School**	**Adult**
Knows the importance of self-concept	Knows the influence of a positive self-concept	Understands the influence of a positive self-concept	Possesses skills to maintain a positive self-concept
Develops skills to interact with others	Develops skills to interact with others	Develops skills to interact positively with others	Possesses skills to maintain effective behaviors
Develops awareness of the importance of growth and change	Knows the importance of growth and change	Understands the impact of growth and development	Understands developmental changes and transitions
Educational and occupational Explorations			
Develops awareness of the benefits of educational achievement	Knows the benefits of educational achievement to career opportunities	Understands the relationship between educational achievement and career planning	Possesses skills to enter and participate in education and training
Develops awareness of the relationship between work and learning	Understands the relationship between work and learning	Understands the need for positive attitudes toward work and learning	Possesses skills to participate in work and life-long learning
Develops skills to understand and use career information	Develops skills to locate, understand and use career information	Develops skills to locate, evaluate and interpret career information	Develops skills to locate, evaluate and interpret career information
Develops awareness of the importance of personal responsibility and good work habits	Understands skills necessary to seek and obtain jobs	Develops skills to seek, obtain, maintain and change jobs	Develops skills to seek, obtain, maintain and change jobs
Develops awareness of how work relates to the needs and functions of society	Understands how work relates to the need sand functions of the economy and society	Understands how societal needs and functions influence the nature and structure of work	Understands how the needs and functions of society influence the nature and structure of work
Career Planning			
Understands how to make decisions	Develops skills to make decisions	Develops skills to make decisions	Possesses skills to make decisions
Develops awareness of the interrelationship of life roles	Develops awareness of the interrelationship of life roles	Develops awareness of the interrelationship of life roles	Understands the impact of work on individual and family life
Develops awareness of different occupations and changing male/female roles	Develops knowledge of different occupations and changing male/female roles	Understands the continuous changes in male/female roles	Understands the continuous changes in male/female roles
Develops awareness of the career planning process	Understands the process of career planning	Develops skills in career planning	Develops skills to make career transitions

*National Career Development Guidelines, August, 1995

CHOOSE ONE
101
Equity/Diversity Activities for Educators and Parents

1. Discuss the importance of math and science for both girls and boys.
2. Choose one student who is floundering and make a special effort to encourage her/him.
3. Take a class in multiple intelligences and teach students to appreciate different learning styles.
4. Write a grant proposal to help balance the playing fields for males and females.
5. Examine the biases you brought from childhood and decide if they are still appropriate.
6. Design a school-to-career unit that will encourage students to explore non-traditional careers.
7. Sponsor a diversity club at your school.
8. Establish a mentoring program via internet using community role models.
9. Organize "Good Will" days when students from different cultures can discuss their holidays or heroes.
10. Make a detailed study of your curriculum for gender and racial equality.
11. Ask students to submit quotes from people of different genders and ethnic backgrounds (balance is the key). Post a different quote every week.
12. Have students identify fairness or bias in media and write a report on their findings.
13. Team up with a teacher from a different cultural background and ask her/him to observe your style with various ethnic groups.
14. Invite a teacher who has written a model equity curriculum to talk with your staff about best practices.
15. Collect ads and media YOU feel are "put-downs" to girls or boys and discuss.
16. Ask students to research equity issues on the internet and publish articles in student newsletter.
17. Compile bibliography for diversity/equity; distribute.
18. Acquire funds to purchase equity books and videos for your school.
19. Discuss the meaning of equity and diversity in your classroom.
20. Tour your school in a wheelchair; note any difficulties you encounter.
21. If pictures are included in your texts, check to see if males or females are the most active. Have students check texts.
22. Call or write your legislator to voice your views on issues that affect fairness for all students.
23. Ask students to analyze their history textbooks for the inclusion of women and minorities, or include women's minority history in each lesson.
24. Ask students to write a play that focuses on a specific gender issue.
25. Have students produce an audio or video history of an adult of the opposite gender or different culture.
26. Ask students to look at schedules for girls' and boys' sports events. Are they equitable for time, funding, etc.?
27. Ask students to draw a picture of a scientist. Discuss why the person was depicted as male or female. Invite male and female scientists to speak to the class.
28. Order gender equity classroom activities from Career Equity Assistance Center, 618 Brunswick Ave, Perth Amboy, NJ 08861. This resource has excellent equity activities that can be infused into the core curriculum.
29. Research the benefits of Tech Prep in your school.
30. Ask women and people of color who are business owners to speak to you classes.
31. Visit the SD Curriculum Center, Pierre, SD,(605)224-6287 and research videos, books and curriculum or visit your local library.
32. Talk with boys and girls about gender roles, attitudes about work, home life, fatherhood/motherhood and stereotypes.
33. Have students read the *Paper Bag Princess* by Robert Munsch.
34. Explore the GESA model and consider doing the training in your district.
35. Choose something you like to do and offer it as a class to students in inner-city schools.
36. Show gender-balanced videos to students that depict people of color in different careers.
37. Discuss equity issues with students when they examine careers, parenting, peer pressure, etc.
38. Ask students what their parents do for a living and point out any that are unusual for a person of that gender. Talk about why people choose non-traditional jobs.
39. Mention women as well as men in leadership roles.
40. Actively promote women to serve in leadership roles such as department chairs, advisory boards, etc.
41. Look at staff positions to be sure that departments are not skewed to one gender or another.
42. Pay attention to teams and who is being chosen for leadership roles and why.
43. Ask students to watch a TV program with their parents and list the obvious stereotyping for discussion the next day.
44. Review equity resources in your library. Include biographies.
45. Write an article for the school newspaper or other publication.
46. Recognize student efforts to promote equity with certificates, or ask students what equity means to them.
47. Display composite posters of famous women and men in your classroom. Ask students to design a game using

these and other famous people.

48. Ask students to write the names of 10 famous women and 10 famous men. Discuss why the are famous.
49. Discuss the kinds of skills famous people need to do their jobs, and why skills are so important in today's world.
50. Encourage students to explore all their career options, not just those typical of their gender.
51. Examine gender balance in vocational technical programs and discuss.
52. Ask student teams to access Internet career sites and do a report.
53. Choose a female to do a job you normally assign a male and vice versa. Have them report their experiences to the class.
54. Review your curriculum to ensure both content and materials are gender-fair.
55. Help students understand how equity issues affect the lives of both females and males.
56. Examine your classroom and hallways for stereotyping of any kind.
57. Talk with your Title IX Coordinator about his/her ideas on reducing discrimination in the classroom.
58. Make sure you know where your school has published its Title IX policy.
59. Ask your Title IX Coordinator to do a short presentation on his/her responsibilities.
60. Ask student to write a report on an historical figure of the opposite gender and say why they admire them.
61. Help single pregnant teens learn E-mail and establish a mentor relationship with a woman in business who is a single parent.
62. Bring a panel of single parents to talk about success strategies.
63. Promote an in-service to help staff understand the need for early positive exposure to alternative career opportunities.
64. Form a task force to study how your organization can incorporate the skills necessary to succeed in the coming high-performance workplace.
65. Call the Division of Workforce and Career Preparation at (605)773-4747 for more equity information or E-mail glorias@deca.state.sd.us
66. Use Materials in the class room that show the changing roles of men and women both at work and in the home.
67. Ask students what non-traditional things their parents do at home... at work.
68. Discuss your non-traditional interests.
69. Eliminate materials and strategies that may reinforce stereotyping.
70. Plan a project; e.g. student speeches, monthly bulletin, teleconference, etc. to create awareness of both female and male role models.
71. Help students send E-mail messages to legislators of the same sex.
72. Provide extra classes after school or on lunch hours to help students who are not comfortable with computers or other technologies.
73. Network with your local/national representatives; invite them to be speakers, ask opinions on issues.
74. Order "New Moon: the Magazine for Girls and Their Dreams" and "HUES Magazine," a magazine for women of all cultures, shapes and lifestyles for the school library from www. Newmoon.org and www.:hues.net/or call 1-800-381-4743.
75. Network with "grassroots" power bases such as
76. Write letters/editorial opinions to the newspapers.
77. Gain greater knowledge of issues through Internet discussion groups, C-Span, newspapers and books.
78. Vote for legislators who walk their talk on equity issues.
79. Locate one or two business partners to help identify student and teacher mentors.
80. Teach girls they can overcome difficult situations through their own efforts.
81. Expose all students to the "real world" of work and economic power.
82. Engage in equity training, personal reflection and ongoing self-assessment.
83. Design an ongoing internal plan for equity.
84. Become a role model for students by showing respect and concern for all students. Evaluate your efforts at the end of the day.
85. Address equity issues in all professional organizations.
86. Give each student an opportunity to do something special or helpful for another individual or group.
87. Revise classroom curriculum to include pro-versity issues.
88. Provide job-shadowing opportunities in non-traditional careers.
89. Get to know a student who is studying here from abroad.
90. Train employees how to confront others when hearing or observing overt of passive biases. (What do I say?)
91. Discover the pro-versity in your own neighborhood.
92. Spend five minutes a day finding out how a student is feeling personally rather than just being concerned with his/her classroom performance.
93. Meet with someone of another culture. Learn about their culture and share your culture with them. Write about your experience in a newsletter.
94. Share your feeling when someone says something racist or sexist.
95. Provide instructor training to as many faculty as possible on disability issues. Try to find a format that will allow them to expand their "comfort zone."
96. Stop-Think-Listen-Think. Examine your feelings about meeting someone you're uncomfortable with. Strove to. find common ground
97. Ask the question, "What do we have in common?" Common values, dreams, hopes...
98. Provide your children and grandchildren events both social and cultural from groups of varying beliefs, etc.
99. Volunteer yourself to help a disabled person for one day. Be their legs, eyes, arms, etc.
100. Celebrate Myra Sadker Day on March 5.
101. Invent something of your own device to help promote equity and diversity in South Dakota.

100+ Helpful Resources For Supporting Our Kids

Resources for Age Levels

Preschool and Elementary School Years

1. *A Better Start: New Choices for Early Learning*, edited by Fred M. Hechinger, 172 pages, 1986. Walker and Company, 720 Fifth Avenue, New York, NY 10019.

   Descriptions of high-quality educational and child care programs for preschool children, which provide impressive evidence of sustained benefits—academic, social, and economic—for all children.

2. *Frames of Mind: The Theory of Multiple Intelligences* (1993) and *The Unschooled Mind: How Children Learn, How Schools Should Teach* (1991), by Howard Gardner. BasicBooks, 10 East 53rd Street, New York, NY 10022.

   Two modern-day classics from the Harvard University professor whose theory of multiple intelligences has dramatically influenced teaching and student assessment.

3. *Learning Readiness: Promising Strategies*, 1993. U.S. Department of Health and Human Services. Order from Learning Readiness Sourcebook, ASPE/HHS, Rm. 404E, 200 Independence Avenue, S.W., Washington, DC 20201. (202) 690-7148.

   Descriptions of 24 innovative and exemplary programs for children of all ages, which provide comprehensive, integrated and client centered services, with emphasis on prevention rather than remediation, and focus on the whole family.

4. *A Portrait of Schools Reaching Out: Report of a Survey of Practices and Policies of Family-Community-School Collaboration*, by Don Davies, Patricia Burch and Vivian R. Johnson, February 1992. Center on Families, Communities, Schools & Children's Learning.

   Data from forty-two schools on strategies and practices of school-community-family collaboration; mini-case studies of five schools in Boston, Cleveland, Miami, San Diego and Washington, DC.

5. *The School-Smart Parent: A guide to knowing what your child should know—from infancy through elementary school*, by Gene I. Maeroff. 434 pages, 1989. Times Books, New York, NY 10022.

   Gives parents the information and insights they need to be effectively involved in their children's elementary school education.

6. *Teacher-Parent Partnerships to Enhance School Success in Early Childhood Education*, by Kevin J. Swick, 175 pages, 1991. A Joint Publication of National Education Association and Southern Association on Children Under Six. NEA Professional Library, 1201 16th Street, N.W., Washington, DC 20036. (202) 822-7015.

A synthesis of more than 100 research studies, supporting the idea that parents need to be partners with teachers to encourage educational achievement.

7. *Working with Families: Promising Programs to Help Parents Support Young Children's Learning*, by Barbara Goodson, Janet Swartz, and Mary Ann Millsap, February 1991. Abt Associates, Inc., 55 Wheeler Street, Cambridge, MA 02138-1168. (617) 492-5219

   Results from an in-depth study of 17 promising family education programs that are working with low-income families for the purpose of enhancing children's cognitive development and school-related achievement.

Middle and High School Years

8. *Building Life Options: School-Community Collaborations for Pregnancy Prevention in the Middle Grades*, by Michele Cahill and Elayne Archer, 142 pages, 1991. Academy for Educational Development, 100 Fifth Ave, New York, NY 10011. (212) 627-0407.

   Handbook reflects the experiences of eight urban school districts that designed programs to enable students to avoid parenthood during their teen years. Several resulted in restructuring middle grades activities.

9. *Changing the Odds: Middle School Reform in Progress, 1991-1993*, by Anne C. Lewis, 127 pages, Fall 1993. The Edna McConnell Clark Foundation, 250 Park Avenue, New York, NY 10177-0026. (212) 551-9100.

   Describes the school reform efforts in 12 middle schools in 5 cities, where grants from the Clark Foundation are being used to make changes with a commitment to high expectations, high content, and high support for middle school youth.

10. *Connecting School Family Community Resources*, by Rivian Bernick and Barry Rutherford, 40 pages, 1994. RMC Research Corporation, 1512 Larimer St., Suite 540, Denver, CO 80202. (800) 922-3636.

    Descriptions of eight programs chosen as exemplary because of their strategies for linking families with a network of educational and community services, with special emphasis on children in the middle grades.

11. *Horace, The Journal of the the Coalition of Essential Schools*. Individual subscriptions and back issues (Vol. 5-11). Publications Department, Coalition of Essential Schools, Brown University, Box 1969, Providence, RI 02912 (401) 863-3384.

12. *The Middle School Years: A Parents' Handbook*, by Nancy Berla, Anne Henderson, and William Kerewsky, 96 pages, 1989. National Committee for Citizens in Education. Order for $9.95, plus $3 postage, from Center for Law and Education, 1875 Connecticut Ave., N.W., Suite 510, Washington, DC 20009. (202) 462-7688

    What schools and parents can do to help middle schoolers achieve, with special tips to how to involve working, single and limited English-speaking parents with this age group.

13. *Midstream: Navigating the Middle Years with Your Child*. Education Tips for Parents of Middle School Children, 1993. An Education Initiative from South Central Bell. BellSouth Telecommunications, 600 N. 19th Street, 24th Floor, Birmingham, AL 35203.

Practical tips for parents on how to encourage learning for middle schoolers through involvement and communication.

14. *School and Family Conferences in the Middle Grades*, by Rivian Bernick, Barry Rutherford, and Judi Elliott, 16 pages, 1994. RMC Research Corporation, 1512 Larimer Street, Suite 540, Denver, CO 80202. (800) 922-3636.

    Describes four different scenarios for school and family conferences in the middle school.

15. *School-to-Work Toolkits: Building a Local Program and Building a Statewide System*, 1994. Jobs for the Future, One Bowdoin Square, Boston, MA 02114. (617) 742-5995.

    How-to guides for schools, companies, communities, and state policy practitioners. Includes real case histories and hundreds of practical tips to help youth with the transition from school to work.

16. *Turning Points: Preparing American Youth for the 21st Century, 1989*. Carnegie Council on Adolescent Development, 11 Dupont Circle, N.W., Washington, DC 20036.

    An insightful examination of the educational experiences of middle grade students, with concrete recommendations for the changes needed in middle schools, "designed to render early adolescence a fruitful period for every young person."

Resources for Educators

17. *Beyond the Bake Sale: An Educator's Guide to Working with Parents*, by Anne T. Henderson, C.L. Marburger, and T. Ooms, 160 pages, 1986. National Committee for Citizens in Education. Order for $10.95, plus $3 postage, from Center for Law and Education, 1875 Connecticut Ave., N.W., Suite 510, Washington, DC 20009. (202) 462-7688.

    Advice to teachers and administrators about building partnerships with parents that go beyond fund-raising and boosterism.

18. *Communicating with Parents*, by Janet Chrispeels, 1988. San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111. (619) 292-3500

    A looseleaf notebook filled with ideas about better communication between home and school; includes sample forms, letters, flyers.

19. *Developing Home-School Partnerships: From Concept to Practice*, by Susan McAllister Swap, 1993. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

    Includes a review of research, policy, and practice in the field of school and family partnerships, analysis of parent involvement models, and provides dozens of practical ideas to help educators take steps along the path to partnership.

20. *The Dreamkeepers: Successful Teachers of African American Children*, by Gloria Ladson-Billings, 1994. Jossey-Bass, San Francisco.

    Portraits of eight teachers. Their style and methods vary but all strengthen cultural identity as they inspire and give hope to their students. Written in three voices, African

American researcher, teacher, and parent and active community member, this book mixes scholarship and storytelling.

21. *Fostering Home-School Cooperation: Involving Language Minority Families as Partners in Education*, by Emma Violand-Sanchez and others, 1991. National Clearinghouse for Bilingual Education, 1118 22nd St., NW, Washington, DC 20037. (202) 467-0867.

    Provides practical strategies for developing home-school partnerships with language minority parents, including district-wide and school based activities and components.

22. *Home and School Partners in Student Success: A Handbook for Principals and Staff*, by Janet Chrispeels, B. Fernandez, and J. Preston, March 1990. San Diego City Schools, 4100 Normal Street, Room 2121, San Diego, CA 92103. (619) 293-8560

    Practical suggestions for teachers and administrators on how to improve home and school communication and increase parent involvement in the school.

23. *Parent Centers in Urban Schools: Four Case Studies*, by Vivian R. Johnson, Report No. 23, April 1994. Center on Families, Communities, Schools & Children's Learning, The Johns Hopkins University, 3505 N. Charles Street, Baltimore, MD 21218.

    Findings from a survey of 28 parent centers in schools around the country; case studies of parent centers in four urban schools (three elementary, one junior high school).

24. *Parent Involvement and the Asian/Pacific Population: Strengthening Home-School Partnerships with Asian/Pacific Families*, by James Banerian with the Asian/Pacific Education Council, 1991. San Diego City Schools, 4100 Normal Street, Room 2121, San Diego, CA 92103. (619) 293-8560

    Practical, straightforward information to help school administrators and teachers better understand the relationship between parent involvement and the education of Asian/Pacific students.

25. *Toward an Understanding of Chinese-American Educational Achievement: A Literature Review*, by Sau-Fong Siu, February 1992. Center on Families, Communities, Schools & Children's Learning, The Johns Hopkins University, 3505 N. Charles Street, Baltimore, MD 21218.

    Discusses Chinese-American educational achievement within a historical perspective, looking at events and traditions in the homeland, and the history of the Chinese community in the U.S.

26. "Working with Parents: Practical Ideas to Improve Student Learning." 12 pages, 1994. The Teacher Institute, P.O. Box 397, Fairfax Station, VA 22039. (800) 333-0776

    One of eight booklets in "Tips for Teachers" series, with practical suggestions to improve communication, encourage volunteers, and improve students learning through increasing parent involvement.

Resources for School Teams

27. *Creating Learning Communities: An Introduction to Community Education*, by Larry E. Decker and

Mary Richardson Boo, 32 pages, 1995. National Community Education Association, 3929 Old Lee Highway, Suite 91-A, Fairfax, Virginia 22030. (703) 359-8973.

A clear and concise overview of community education for policymakers, community leaders, and advisory groups.

(19). *Developing Home-School Partnerships: From Concept to Practice*, by Susan McAllister Swap, 1993. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

Includes a review of research, policy, and practice in the field of school and family partnerships, analysis of parent involvement models, and provides dozens of practical ideas to help educators take steps along the path to partnership.

28. *Getting Parents Involved in Their Children's Education*, by Larry E. Decker, Gloria A. Gregg, and Virginia A. Decker, 92 pages, 1994. American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209. (703) 875-0748.

Discusses effective frameworks for parent involvement, principles and strategies for implementation, and the role of school board and district policies to encourage parent involvement.

29. *The Good Common School: Making the Vision Work for All Children*, 317 pages, 1991. National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116.

How to fundamentally change schools to meet eight entitlements children should have in education; includes model policies and examples of best practices.

30. *Helping Schools Change: Ideas for Assistance Groups*, 152 pages, 1982. Designs for Change, Six North Michigan Avenue, Suite 1600, Chicago, IL 60602. (312) 857-9292.

Practical handbook, filled with checklists and exercises, designed for those who provide assistance to schools attempting to change their educational program.

31. *Kindle the Spark: An Action Guide for Schools Committed to the Success of Every Child*, by Leslie F. Herbert, Janet Phlegar, and Marla Perez-Selles, 1991. The Regional Laboratory for Educational Improvement of the Northeast & Islands, 300 Brickstone Square, Suite 900, Andover, MA 01810. (508) 475-9220

How to create and mobilize a school community team to help more students succeed. Action plan addresses classroom practice, policies and structures, student support strategies, and family and community involvement.

32. *Schools and Communities Together: A Guide to Parent Involvement*, by Karen Reed Wikelund, September 1990. NW Regional Educational Laboratory, 101 SW Main, Ste 500, Portland, OR 97204. (503) 275-9500

Discussion of the ingredients that are essential to any successful collaboration between families and schools, and practical suggestions for implementing effective parent involvement programs.

33. *Taking Stock: The Inventory of Family, Community and School Support for Student Achievement*, by Nancy Berla, Jocelyn Garlington and Anne Henderson, 272 pages, 1993. National Committee for Citizens in Education. Order for $50, plus $5 postage, from Center for Law and Education, 1875 Connecticut Ave., N.W., Suite 510, Washington, DC 20009. (202) 462-7688

    A user-friendly measurement tool organized around the elements of productive family-school partnerships. Provides information on how to develop an action plan to enhance collaboration and improve student outcomes.

34. *Together is Better: Building Strong Relationships Between School and Hispanic Parents*, by Siobhan Nicolau and Carmen Lydia Ramos, 1990. Hispanic Policy Development Project, 250 Park Avenue South, Suite 5000A, New York, NY 10003. (212) 523-9323

    Effective strategies for recruiting Hispanic parents and retaining their involvement, gathered from 42 projects in elementary and middle schools across the country.

Resources about Community Partnerships

35. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*, by John P. Kretzman and John L. McKnight, 376 pages, 1994. Publications Department, Center for Urban Affairs and Policy Research, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208.

    Step-by-step guide for rebuilding communities through "mapping" of local resources and learning to use them for community-wide improvement.

36. *Building Villages to Raise Our Children*, by Heather Weiss et al. (six volumes), 1993. Harvard Family Research Project, Harvard Graduate School of Education, Longfellow Hall, Appian Way, Cambridge, MA 02138. (617) 495-9108.

    "A set of building blocks for a community approach to supporting families." Practical suggestions for community groups, based on the experience of many programs.

    "From Programs to Service Systems"
    "Collaboration"
    "Funding and Resources"
    "Evaluation"
    "Staffing"
    "Community Outreach"

37. *Education: How Can Schools and Communities Work Together to Meet the Challenge? A Guide for Involving Community Members in Public Dialogue and Problem-Solving*, 39 pages, 1995. Study Circles Resources Center, P.O. Box 203, Pomfret, CT 06258. (203) 928-2616. Also available from the Center:

38. *The Study Circle Handbook: A Manual for Study Circle Discussion Leaders, Organizers, and Participants* (1993) and *The Busy Citizen's Discussion Guide: Education in Our Communities* (1995).

    Step-by-step guide to involve community members in discussions about their schools and how they can support them. Basic material for discussion sessions with how-to information for organizers, leaders, and participants.

39. *Finish for the Future: Exemplary Partnerships for School Dropout Prevention*, by Jane A. Asche, 148 pages, 1993. National Association of Partners in Education, 209 Madison St., Suite 401, Alexandria, VA 22324. (703) 836-4880.

Descriptions of 78 exemplary community/school partnership models designed and implemented with the intent of reducing the school dropout rate.

40. *Grassroots Success! Preparing Schools and Families for Each Other*, by Valora Washington, Valorie Johnson, and Janet Brown McCracken, 56 pages, 1995. W.K. Kellogg Foundation and the National Association for the Education of Young Children, 1509 Sixteenth Street, N.W., Washington, DC 20036.

    Descriptions of the 20 W.K. Kellogg Foundation School Readiness Initiatives, grassroots efforts to improve services to children and families, and increase opportunities for success for children, families, schools, and communities.

41. *Home, School, Community Relations: Trainers Manual & Study Guide*, by Larry E. Decker & Associates, 143 pages, 1994. Order from Mid-Atlantic Center for Community Education, University of Virginia, 405 Emmet Street, Ruffner Hall, Charlottesville, VA 22903. (804) 924-0866.

    Contains over 160 instructional units related to home-school-community relations, community education and community schools, school public relations, school volunteer programs, community involvement efforts, and partnership and collaborative initiatives.

42. *Neighborhood Organizing for Urban School Reform*, by Michael R. Williams, 1989. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

    "Both practical and reflective," this book looks at the history of citizen involvement in school reform, presents examples of successful neighborhood groups, and discusses lessons to be used by groups wishing to become active.

43. *Parents as School Partners: A How-To Guide*, March 1995. National Council of Jewish Women Center for the Child, 53 West 23rd Street, 6th Floor, New York, NY 10010. (212) 645-4048.

    Step-by-step instructions and sample materials for completing three activities: focus groups, district superintendent surveys and community meetings.

44. *School Community Centers: Guidelines for Interagency Planners*, by Joseph Ringers, Jr. and Larry E. Decker, 96 pages, 1995. Mid-Atlantic Center for Community Education, University of Virginia, 405 Emmet Street, Ruffner Hall, Charlottesville, VA 22903. (804) 924-0866.

    Discusses ideas, techniques, and designs for school community centers; intended as a guide to create a school community center that will meet the needs of a particular community and help make it a more vibrant, healthy, desirable place to live.

45. *The School-Community Cookbook: Recipes for Successful Projects in the Schools*, Edited by Carl S. Hyman, 234 pages, 1992. Fund for Educational Excellence, 605 N. Eutaw Street, Baltimore, MD 21201.

    Reader-friendly how-to manual for teachers, parents, and community, with question and answer format, many checklists, and practical suggestions for improved school-community partnerships.

46. *Standing Up For Children: Effective Child Advocacy in the Schools*, 134 pages, 1984. Designs for Change, Six North Michigan Avenue, Suite 1600, Chicago, IL 60602. (312) 857-9292.

A handbook providing practical advice about how parent and citizen groups can work successfully to bring about basic school reform.

47. *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services*, by Atelia L. Melaville, Martin J. Blank, and Gelareh Asayesh, 157 pages, 1993. Washington, DC: U.S. Department of Education and U.S. Department of Health and Human Services. For sale by the U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402.

    Leads the reader through a five-stage collaborative process with milestones and landmines portrayed through vignettes and case studies. Describes in detail four communities operating community-based, school-linked service integration initiatives.

48. *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*, by Atelia Melaville and Martin Blank, 55 pages, January 1991. Education and Human Services Consortium, Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036. (202) 822-8405.

    This report looks at why local schools, health and welfare agencies, youth services agencies, community-based organizations, and others must join forces on behalf of children and families, and offers guidance about how they can move forward together.

49. *Whole Child, Whole Community*. Edited by Scott Thompson, 72 pages, November 1993. A Report from the Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215. (617) 353-3309.

    "On-the-ground portraits" of schools which are restructuring to educate the whole child and reflect the whole community.

Materials Especially for Parents

50. "Dear Parents: It's Our School Too" and "Queridos padres: La escuela es nuestra tambien," 1990. Hispanic Policy Development Project, 250 Park Avenue South, Suite 5000A, New York, NY 10003. (212) 523-9323.

51. Guides for Parents in English and Spanish, by Elena Pell & Elizabeth Weiser-Ramirez. ASPIRA Association, 1112 16th Street, N.W., #340, Washington, DC 20036. (202) 835-3600.

    "Hacer lo major de la educacion de su nino: Una guia para padres"
    "Making the Most of Your Child's Education: A Guide for Parents-Volume I"
    "Making the Most of Your Child's Education: More Topics for Parents,Volume II"
    Practical advice to Latino parents on how to help their children succeed in school.

52. "Help Your Child" Pamphlets. Office of Educational Research and Improvement, U.S. Dept. of Education.

    "Help Your Child Become a Good Reader," (401R)
    "Help Your Child Do Better in School," (402R)
    "Help Your Child Improve in Test-taking," (403R)
    "Help Your Child Learn Math"
    "Help Your Child Learn to Write Well"

53. *Immigrant Students: Their Legal Rights of Access to Public Schools*, by John Willshire Carrera. A Guide for Advocates and Educators, 1989. National Coalition of Advocates for Students, 100 Boylston St., #737, Cambridge, MA 02116. (617) 357-8507

    Discusses school practices, those which are prohibited by the *Plyler* decision and those which are recommended to provide immigrant students with a quality education. Provides educators and advocates with legal information about student rights.

54. "The Little Things Make a Big Difference," Booklet (in English and Spanish) and Video, 1991. National Association of Elementary School Principals and World Book Educational Products. NAESP, Educational Products, 1615 Duke Street, Alexandria, VA 22314.

    Sixteen-page booklet includes tips and activity ideas that parents can use to support and encourage their children's learning. Fifteen-minute video demonstrates easy-to-do everyday home activities that can have an impact on children's success in school.

55. *The Measure of Our Success: A Letter to My Children and Yours*, by Marian Wright Edelman, 97 pages, 1992. Boston: Beacon Press, 25 Beacon Street, Boston, MA 02108.

    Moral and spiritual lessons for young and old, including "Twenty-Five Lessons for Life."

56. *MegaSkills: How Families Help Children Succeed in Schools & Beyond*, by Dorothy Rich, 1988. Houghton Mifflin.

    MegaSkills are the values, attitudes, and behaviors that determine success in and out of school. This book shows parents how to teach and reinforce these qualities at home and school.

57. *The National PTA Talks to Parents: How to Help Your Child Get the Most Out of School*, by Melitta J. Cutright, 1989. National PTA, 330 North Wabash Ave., Suite 2100, Chicago, IL. 60611. (312) 670-6782.

    Clear and practical advice to parents about how to help children learn at home and how they can become more involved in their children's education.

58. "Negotiating Your Child's Experience in the Public Schools: A Handbook for Black Parents," by Barbara B. Richardson, 24 pages, 1989. National Black Child Development Institute, 1023 15th Street, N.W., Suite 600, Washington, DC 20005. (202) 387-1281.

    A guide for parents to use to help their children get a quality education on today's public school system.

59. Pamphlets for Parents and Students, in English and Spanish, by Dr. Steve Moreno. Moreno Educational Co., P.O. Box 19329, San Diego, CA 92119, (619) 461-0565.

    "Learn How to Study and Improve your Grades"
    "Don't Drop Out of School—Read This,"
    "Facts about Teenage Pregnancies,"
    "Help a Friend Stay Away From Drugs"
    "Help Yourself Learn More in the Elementary School"
    "Help Yourself Learn More in High School"
    "Help Yourself Learn More in Junior High School

"Parents, Teach Your Children to Learn Before They Go to School"
"Parents, Your School & Home Involvement Can Help Your Children Learn"
"Preventive Discipline & Positive Rewards for All Children"
"Questions and Answers about College"
"Teaching Ideas for Parents to Use with their Child"

60. *Parent Involvement Handbook*, by Susan D. Otterbourg, 105 pages, 1994. The Educational Publishing Group, 20 Park Plaza, Suite 1215, Boston, MA 02116. (617) 542-6500

    A compendium of quick and sensible, concrete and concise suggestions and resources; family-friendly, straightforward, balanced, and honest in dealing with issues related to education.

61. Parent Pamphlets. The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039. (800) 756-5525.

    "Parents Can Help Children Learn...and Help Them Do Better in School"
    "Parents Can Motivate Children...and Help Them Do Better in School"
    "Parents Can Build Children's Self-Esteem...and Help Them Do Better in School"
    "Parents Can Read with Children...and Help Them Do Better in School"
    "Parents Can Talk and Listen to Children...and Help Them Do Better in School"
    "Parents Can Build Responsibility in Children...and Help Them Do Better in School"

62. "Parents...Partners in Education (Available in six languages).

    American Association of School Administrators, 1801 North Monroe Street, Arlington, VA 22209. (703) 528-0700.

63. *The Parents' Public School Handbook: How to Make the Most of Your Child's Education, from Kindergarten Through Middle School*, by Kenneth Shore, 332 pages, 1994. Fireside, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020.

    Provides parents with the basic tools to become involved in education at home, in support of the school, and by advocating for school change. "A practical guide to making your voice heard and your presence felt."

64. The Rights of Limited English Proficient Students: A Handbook for Parents and Community Advocates, META, Inc.(Multicultural Education, Training and Advocacy), 524 Union Street, San Francisco, CA 94133. (415) 398-1977.

    Information on state and federal legislation requirements; curriculum and staffing requirements; bilingual advisory committees; and information about gifted education, special education and Title I, plus a "Language Rights Checklist," with 25 important questions about LEP Education in your local school district.

65. *The School-Smart Parent: A guide to knowing what your child should know*—from infancy through elementary school, by Gene I. Maeroff, 434 pages, 1989. Times Books, Random House, New York, NY 10022.

    Provides parents with the information and insights they need to be helpful in the educational development of their children, so they can become expert observers and advocates in the elementary education of their children.

66. *Touching Young Minds: A Parents' Guide to Good Classroom Practices*, by Debra Miller, Barbara Hopkins, Betsy Chandler, and David W. Richart, 53 pages, March 1991. A Report by Kentucky Youth Advocates, Inc., 2034 Frankfort Avenue, Louisville, KY 40206. (502) 895-8167.

    Descriptions of successful classroom activities gathered from visits to 35 classrooms in 19 different school districts in Kentucky; includes A Parent's Checklist to be used in monitoring and evaluating schools and classrooms.

67. *Your Child In School: Kindergarten Through Second Grade and The Intermediate Years: Grades Three Through Five*, by Tom and Harriet Sobol, 1987. Arbor House Publishing Company, 105 Madison Avenue, New York, NY 10016.

    What to expect from your child's school, how to help your child get the most out of it, and what to do if something goes wrong.

Parent Involvement and School Reform

68. *At-Risk Families & Schools: Becoming Partners*, by Lynn Balster Liontos, 1992. ERIC Clearinghouse on Educational Management, 1787 Agate Street, Eugene, OR 97403.

    A comprehensive, practical report to help educators involve parents and extended families of at-risk children; includes sections on minority groups, immigrants, teenage parents, single parents, fathers, rural families, and many others.

(19). *Developing Home-School Partnerships: From Concept to Practice*, by Susan McAllister Swap, 1993. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

    Includes a review of research, policy, and practice in the field of school and family partnerships, analysis of parent involvement models, and provides dozens of practical ideas to help educators take steps along the path to partnership.

69. *Families and Schools in a Pluralistic Society*, Nancy Feyl Chavkin, Editor, 1993. State University of New York Press.

    A compilation of fifteen articles by researchers and practitioners in the field of parent involvement, focusing on policies, strategies, and practices which promote participation of minority parents in the schools.

70. *Helping Dreams Survive: The Story of a Project Involving African-American Families in the Education of their Children*, by Jocelyn Garlington, 166 pages, 1991. National Committee for Citizens in Education. Order for $15, plus $3 for postage and handling, from Center for Law and Education, 1875 Connecticut Avenue, N.W., Suite 510, Washington, DC 20009. (202) 462-7688.

    Three and one-half years in a Baltimore neighborhood yield startling lessons for others working with low-income minorities.

71. *Innovations in Parent & Family Involvement*, by William Rioux and Nancy Berla, 400 pages, 1993. Princeton Junction, NJ: Eye on Education. Order for $39.95, plus $3 for postage and handling, from Center for Law and Education, 1875 Connecticut Avenue, N.W., Suite 510, Washington, DC 20009. (202) 462-7688.

Descriptions of 33 family involvement programs for preschoolers, elementary, middle and high school students, in all parts of the country.

72. *Making the Best of Schools: A Handbook for Parents, Teachers, and Policymakers*, by Jeannie Oakes and Martin Lipton, 1990. Yale University Press, New Haven, CT.

    Provides readers with information about which school policies and practices make schools more effective and quality education available to all children.

73. *Making Schools Better: How Parents and Teachers Across the Country Are Taking Action—And How You Can, Too*, by Larry Martz, 270 pages, 1992. Times Books, New York, NY 10022.

    Descriptions of a dozen schools where parents, teachers and community leaders are implementing effective changes to boost academic performance and help troubled students. Includes practical recommendations about steps to take to implement these programs.

74. *New Directions in Parent Involvement*, by Norm Fruchter, Anne Galletta, and J. Lynne White, 125 pages, 1992. The Academy for Educational Development, 100 Fifth Avenue, New York, NY 10011. Order for $12.95, plus $3 for postage and handling, from Center for Law and Education, 1875 Connecticut Avenue, N.W., Suite 510, Washington, DC 20009. (202) 462-7688.

    Description of 18 programs and reforms stressing parent involvement in preschool education, children's education at home and at school, school improvement programs, and governance reforms.

75. *A New Generation of Evidence: the Family Is Critical to Student Achievement*, Edited by Anne T. Henderson and Nancy Berla, 176 pages, 1994. $14.95 plus $3 postage and handling from the Center for Law and Education, 1875 Connecticut Avenue, N.W., Suite 510, Washington, DC 20009. (202) 462-7688.

    The findings of sixty-six research studies are summarized. showing that family involvement, not income or social status, is the most accurate predictor of student achievement in school.

76. *The Quickening of America: Rebuilding Our Nation, Remaking Our Lives*, by Frances Moore Lappé and Paul Martin DuBois, 339 pages, 1994. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.

    The authors, co-directors of the Center for Living Democracy (RR#1 Black Fox Road, Brattleboro, VT 05301; (802) 254-4331), discuss ways in which millions of Americans are moving from despair to practical problem solving, transforming themselves, their schools, their workplaces, and their communities.

77. *Reinventing the Central Office: A Primer for Successful Schools*, 45 pages, May 1995. Cross City Campaign for Urban School Reform, 407 S. Dearborn Street, Suite 1725, Chicago, IL 60605. (312) 322-4880.

    Outlines a proven strategy for improving schools by decentralizing funds, authority and accountability.

78. *Rethinking Our Classrooms: Teaching for Equity and Justice*, 208 pages, 1994. Special issue of the quarterly publication Rethinking Schools, 1001 East Keefe Ave., Milwaukee, WI 53212. (414) 964-9646.

    Features articles and lesson plans from teachers who use materials ranging from fairy tales to current events to stimulate student thinking on equity and justice issues.

79. *Smart Schools, Smart Kids: Why Do Some Schools Work?*, by Edward B. Fiske, 303 pages, 1991. Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020.

    Focuses on what is right with education in America and how schools in every community can reform the system to improve education for all children.

80. *Community Schools Across America: 135 Community/School Partnerships that Are Making a Difference*, compiled by Pat Edwards and Kim Biocchi, 151 pages, 1996. Free from the National Center for Community Education, 1017 Avon Street, Flint, MI 48503.

    One-page descriptions of schools that have formed partnerships to improve education for children as well as the quality of life in the community.

81. *Within Our Reach: Breaking the Cycle of Disadvantage*, by Lisbeth Schorr, 1988. Anchor Press/Doubleday, New York, NY.

    Describes successful programs for children and families in the areas of health, family support, and education.

82. *Your Public Schools: What You Can Do to Help Them*, by Barbara J. Hansen and Philip English Mackey, 240 pages, 1993. Catbird Press. Order for $19.95, plus $3 postage and handling, from Center for Law and Education, 1875 Connecticut Avenue, N.W., Suite 510, Washington, DC 20009. (202) 462-7688.

    Suggestions for all members of a community—from parents to business people to senior citizens—become involved in the public schools.

Reports

83. *Beyond Rhetoric: A New American Agenda for Children and Families*, 515 pages, 1991. Final Report of the National Commission on Children, 1111 Eighteenth Street, N.W., Washington, DC 20036.

    A comprehensive report on the needs of American children and their families, in the areas of health, education, and income security.

84. *Caring Communities: Supporting Young Children and Families*, The Report of the National Task Force on School Readiness, 56 pages, December 1991. $10.00 from the National Association of State Boards of Education, 1012 Cameron St., Alexandria, VA 22314. (703) 684-4000.

    Recommendations for action at the local, federal, state and corporate level to provide comprehensive support for young children and their families in the public schools.

85. *Drawing in the Family: Family Involvement in the Schools and Selected Readings*, 1988. Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202-3427. (303) 299-3600.

A look at the state role in encouraging better home/school relationships and recommends ways to improve both the home and school environments. Suggests how to motivate teachers and administrators to try new practices and strategies.

86. *Families in School: State Strategies and Policies to Improve Family Involvement in Education*, October 1991. Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, N.W., Washington, DC 20001-1511. (202) 393-8159.

    Case studies of how four states have enacted policies to encourage parent and family involvement in schools.

87. *The Family-School Partnership: A Critical Component of School Reform*, Meeting Highlights and Background briefing report, 36 pages, February 21, 1991. Family Impact Seminar, 1100 Seventeenth Street, N.W., The Tenth Floor, Washington, DC 20036. (202) 467-5114.

    Includes discussion of the research on family involvement in education, barriers to parent involvement, family-school partnership principles, and specific program examples of family-school partnerships as part of the school restructuring efforts.

88. *First Things First: What Americans Expect from the Public Schools*, by Jean Johnson and John Immerwahr, 1994. Public Agenda, 6 East 39th Street, New York, NY 10016. (212) 686-6610.

    Findings based on a national telephone survey of more than 1,100 Americans, including 550 parents of children currently in public school, which focussed on attitudes toward efforts at public school reforms.

89. *The Forgotten Half: Pathways to Success for America's Youth and Young Families*, 202 pages, 1988. The William T. Grant Commission on Work, Family and Citizenship, Suite 301, 1001 Connecticut Ave., N.W., Washington, DC 20036.

    A look at the situation facing the 20 million non-college-bound young people in the country, in terms of employment, earnings, family, housing, and community.

90. *Innovative Models to Guide Family Support and Education Policy in the 1990s: An Analysis of Four Pioneering State Programs*, by Heather B. Weiss et al., 102 pages, 1990. $10.00 from the Harvard Family Research Project, Harvard Graduate School of Education, Longfellow Hall, Appian Way, Cambridge, MA 02138.

    Four state programs providing parenting education, early childhood development activities, and parents support groups are described and discussed.

91. *KIDS COUNT Data Book*, 1995. Annie E. Casey Foundation, 701 St. Paul Street, Baltimore, MD 21202.

    The 1995 sixth annual edition includes national and state profiles of statistics related to children, and a special focus on the increasing number of children growing up without their fathers actively involved in their lives.

92. *Making Schools Work for Children in Poverty: A New Framework Prepared by the Commission on Chapter 1*, 101 pages, December 1992. American Association for Higher Education, One Dupont Circle, N.W., Suite 360, Washington, DC 20036. (202) 293-0115.

The challenge is to convert Chapter 1 from a law designed to teach poor children "basic skills" to one dedicated to spurring the kinds of educational change that would result in children born into poverty acquiring high-level knowledge and skills.

93. *Mapping the Policy Landscape: What Federal and State Governments are Doing to Promote Family-School-Community Partnerships*, by Ameetha Palanki, Patricia Burch, and Don Davies, 71 pages, January 1992. Center on Families, Communities, Schools and Children's Learning, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218.

    Outlines selected national, state, and local policy developments in six areas related to family-school-community collaboration: interventions for infants and toddlers, family support, coordination of health and human services with education, parent choice, school restructuring, and Chapter 1.

94. *Parental Involvement in Education*, by James S. Coleman, 23 pages, June 1991. Office of Educational Research and Improvement, U.S. Department of Education. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

    One of the last publications of the distinguished University of Chicago sociologist; in it, Dr. Coleman suggests that schools should devise strategies to reinvolve parents with their own children and with one another.

95. *Prisoners of Time Research: What We Know and What We Need to Know*, by Cheryl M. Kane, 60 pages, September 1994. Report of the National Education Commission on Time and Learning, 1255 22nd Street, N.W., Washington, DC 20202. (202) 653-5019.

    A summary of research on the relationship between time and learning; recommendations concerning the length of the school day and the needs of teachers for more time.

96. *Right from the Start:* The Report of the NASBE Task Force on Early Childhood Education, 55 pages, 1988. National Association of State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314. (703) 684-4000.

    "Develops a new vision for early childhood education that combines a restructured approach to schooling for 4-8 year-olds with a call for new partnerships among schools, parents, and other early childhood programs to serve young children and their families."

97. *School-Linked Comprehensive Services for Children and Families: What We Know and What We Need to Know*, 123 pages, April 1995. U.S. Department of Education, Office of Educational Research and Improvement, 555 New Jersey Avenue, N.W., Washington, DC 20208.

    Report on a Conference held in fall 1994, sponsored by OERI and the American Educational Research Association. Includes brief descriptions of 22 exemplary school-linked comprehensive programs and 12 interprofessional development programs.

98. *Sticking Together: Strengthening Linkages and the Transition Between Early Childhood Education and Early Elementary School*. Summary of a National Policy Forum, 76 pages, November 1992. Sponsored by U.S. Department of Health and Human Services, U.S. Department of Education, and the Regional Educational Laboratories. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Includes a summary of individual presentations, panel presentations, and small group sessions, with such experts as Sharon Lynn Kagan, Lily Wong Fillmore, and David Weikart.

99. *Strong Families, Strong Schools: Building Community Partnerships for Learning*, 50 pages, September 1994. U.S. Department of Education, 600 Independence Avenue, S.W., Washington, DC 20202. (800) USA-LEARN.

    What families, schools, communities, businesses and government can do to promote school-family partnerships and improved student learning.

100. *Teachers and GOALS 2000: Leading the Journey Toward High Standards for All Students*, June 1995. U.S. Department of Education. For sale by the U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328. (202) 512-1800.

    Suggestions for communities and school districts to develop a GOALS 2000 plan and partnerships with teachers, parents, students, and citizens, in order to move all students toward high levels of learning.

101. *Training for Parent Partnership: Much More Should Be Done*, by Betty Radcliffe, Mike Malone, and Joe Nathan, 17 pages, June 1994. Center for School Change, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, 301 19th Avenue South, Minneapolis, MN 55455. (612) 626-1834.

    Findings from a study examining whether prospective teachers and administrators are required by the 50 states and the District of Columbia to learn how to involve parents.

102. *The Unfinished Agenda: A New Vision for Child Development and Education*, 1991. Committee for Economic Development, Research and Policy Committee, 477 Madison Avenue, New York, NY 10022. (212) 688-2063.

    This report "urges the nation to develop a comprehensive and coordinated strategy of human investmen., one that redefines education as a process that begins at birth and encompasses all aspects of children's early development, including their physical, social, emotional and cognitive growth."

103. *Voices From The Inside: A Report on Schooling from Inside the Classroom*, by Mary Poplin and Joseph Weeres, 1992. The Institute for Education in Transformation at The Claremont Graduate School, Claremont, CA.

    Students, teachers, custodians, administrators, parents, cafeteria workers, school nurses, and others in four representative urban/suburban urban schools talk about the problems of education and schooling.

Newsletters and Periodicals

104. *Education Today: Helping Parents Make a Difference*. Published 8 times a year by Educational Publishing Group, 376 Boylston Street, Boston, MA 02116. (800) 927-6006.

105. *Education Week*. Published 41 times a year. Editorial Offices are Suite 250, 4301 Connecticut Avenue, NW, Washington, DC 20008. For subscription information write Education Week, P.O. Box 2083, Marion, Ohio 43305.

106. *Families as Educators.* Published by Families as Educators Special Interest Group, American Educational Research Association. Oliver C. Moles, Newsletter Editor, Families as Educators SIG, AERA, 6904 Stonewood Court, Rockville, MD 20852.

107. *Home Works.* Published by National Telelearning Network, 120 Mallard St., Suite 180, St. Rose, LA 70087-9452. (800) 432-3286.

(11.) *Horace, The Journal of the the Coalition of Essential Schools.* Individual subscriptions and back issues (Vol. 5-11). Publications Department, Coalition of Essential Schools, Brown University, Box 1969, Providence, RI 02912. (401) 863-3384.

108. *New Schools, New Communities: Voices for Educational Change* (formerly *Equity and Choice*). Published 3 times a year, by the Institute for Responsive Education and the Center on Families, Communities, Schools and Children's Learning. Corwin Press, 2455 Teller Road, Newbury Park, CA 91320. (805) 499-0721.

109. *Parent Press.* Published by Parents for Public Schools, P.O. Box 12807, Jackson, MS 39236. (601) 982-1222, 1-800-880-1222.

110. *Parents Make the Difference!* Published 9 times a year, by The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039. (800)756-5525.

111. *Rethinking Schools: An Urban Educational Journal.* Published by Milwaukee area teachers and educators with contributing writers from around the country. Published quarterly at 1001 E. Keefe Avenue, Milwaukee, WI 53212. (414) 964-9646.

112. *The School Community Journal.* Published twice annually by the Center for the School Community, P.O. Box 234, Lincoln, IL 62656. (217) 732-1619.

113. For a copy of the Center for Law and Education's *School Improvement Catalog*, call or write the Center for Law and Education, 1875 Connecticut Avenue, NW, Suite 510, Washington, DC 20009. (202) 462-7688.

114. *Teaching Tolerance.* Published twice a year (mailed free to teachers) by the Southern Poverty Law Center, 400 Washington Ave., Montgomery, AL 36104.

115. *What's Working in Parent Involvement.* Published 9 times a year by The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039.(800) 756-5525.

Appendix F

References

Bell, Cheryl. *What Do Parents Want From Their Schools?* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Guidance Division, 1994.

Bell, Cheryl and Lovejoy, W.J. *Parents as Partners in the Career Development of Their Children.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Guidance Division, 1993.

Berger, E.H. *Parents As Partners In Education: The School and Home Working Together*, Third Ed. New York: Macmillan Publishing Co., 1991.

Drier, H. *Parents' Guide to Bias-Free Career Planning: Helping Students Create Options.* Columbus, OH: Career Education and Training Associates, Inc., 1994.

Equitable Publication Guide. Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1994.

Gender Equity. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1993.

Get A Life Career Portfolio. Washington, DC: National Occupational Information Coordinating Committee, 1994.

Gwatney, J. and Sharp, R. *Helping Students Make Career Plans*: Tips for Parents. Sand Springs, OK: Sand Springs Public Schools, 1978.

Harris, C. *Parents: The Master Key.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Guidance Division, 1993.

How to Help Your Child Choose The Right Career Objectives. New York: The Research Institute of America, 1989.

It's Up To You: Parent Video. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1994.

Lousch, Cari. Muldrow High School 6-Year Plan. Muldrow, OK: Muldrow High School, 1994.

Lovejoy, W.J. *Parent's Guide to Career Development Alphabet.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Guidance Division, 1994.

Parent Involvement File for Elementary, Middle School/Junior High and High School. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Guidance Division, 1995.

Realizing the Dream: Career Planning for the 21st Century Parent Guide. Iowa City, IA: American College Testing, 1994.

The CIMC Rainbow Program for Teaching Excellence. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1994.

The Four-Year Plan of Study. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1994.

WEB SITES

http://www.ed.gov/

The US Dept of Education's site has a wealth of information on a wide variety of education topics. From this site, parents can access many publications for helping their children learn and becoming involved in schools. For example, http://www.ed.gov/pubs/parents.html lists many pamphlets for parents to help their children in math, history, reading, etc.

http://search.ed.gov/csi/

A new "cross-site indexing" project extends searches beyond Education Department offices to more than 150 department-sponsored web sites. What previously could take hours can now usually he accomplished in seconds by scanning data from more than 120,000 files at ERIC education research clearinghouses, regional labs, national research centers and elsewhere.

http://www.state.ia.us/government/wd/noicc/

NOICC stands for the National Occupational Information Coordinating Committee. It works with a network of federal agencies and State Occupational Information Coordinating Committees (called SOICCs). Together they promote the development of information and skills needed to make sound decisions about education and work.

http://www.ed.gov/pubs.ReachFam/

Designed for school administrators and teachers in their efforts to involve parents and families as more active participants in their children's education. Suggested strategies are appropriate for all students, including students with special needs.

http://www.ed.gov/PFIE/families.html

Strategies parents can use to help improve their children's education. Information on reading together; using the television wisely; talking to children and teenagers; expressing high expectations; and keeping in touch with school.

http://www.cyfernet.org

This cite provides links to Programs and Resources Against Violence (PAVNET), youth-at-risk programs, national network for child care, family resiliency and science and technology literacy, as well as resources and statistics for child, youth and family programs. A program of the USDA and 4-H.

gopher://gopher.ed.gov

Links to information on national education goals; Education Department guides for teachers and researchers; national initiatives, including Goals 2000 and the School-To-Work initiatives; publications, press releases; a staff directory; funding opportunities, the Chronicle of High Education's Academe This Week; and links to other education sites and programs.

http://www.ssdesign.com/parentspage/greatsites/50.html

"50+ Great Sites for Kids and Parents" from the American Library Association (ALA) enables preschool through elementary school children to explore rainbows, black history, castles for kids, award-winning news reported by children for children, the Kids Web Page Hall of Fame, to say nothing of watching dolphins, learning lullabies and much more.

http://www.childrenspartnership.org

Offers for free the full text of its useful guide, "The Parents' Guide to the Information Superhighway: Rules and Tools for Families Online", prepared with the National PTA and the National Urban League. A printed version of

the guide, which provides common sense guidance and encouragement for parents and tips and computer activities for children, is available for $8 from the Children's Partnership, 1351 3rd St Promenade, Suite 206, Santa Monica, CA 90401-1321 – phone: 310/260-1220.

http://www.npin.org

The National Parent Information Network, co-sponsored by the ERIC Clearinghouses on Elementary and early Childhood Education and Urban Education, includes extensive articles on parenting, listservs and links to more than 100 sites on education, health and safety, family issues and interests, and parenting and development of children from infancy to adolescence.

http://www.pta.org/

At the National PTA site, learn about PTA education programs and participate in a discussion group, chat room or bulletin board. The site also includes links to sites of many organizations concerned with children.

http://www.familyeducation.com

The Family Education Network offers hundreds of brief articles on parenting, links to local sites and discussion boards that connect parents with on-line experts.

http://www.ed.gov/PFIE

The Partnership for Family Involvement in Education, sponsored by the US Department of Education, highlights school-community-business partnerships and includes a calendar of events. At the home page for the Dept of Education http://www.ed.gov, parents will find information about the President's education initiatives, college financial aid and parenting publications, along with links to other useful education sites.

http://www.ncpie.org/

The National Coalition for Parental Involvement in Education provides a catalog of resources available from all of its member organizations.

http://www.parentsoup.com

Parent Soup includes an archive of answers to questions asked of pediatricians and child development experts and advice about helping your children succeed in school.

http://www.mckinley.com/magellan

Magellan uses a rating scale to evaluate parenting sites. To look at the ratings or follow the links, select Reviews, Life and Style, Family, and Parenting.

http://www.incacorp.com/aspira

The ASPIRA Association highlights its two national parent involvement programs – ASPIRA Parents for Education Excellence Program (APEX) and Teachers, Organizations and Parents for Students (TOPS). Each program provides a Spanish/English curriculum that strives to empower Latino parents and families.

http://www.whitehouse.gov/Wh/New/Ratings

The White House web site describes a strategy to involve government, industry, parent and teachers in putting together a rating system so parents can define material they consider offensive and protect their children effectively.

RESOURCES FOR PARENT'S

Career Coaching Your Kids by David H. Montross, Teresa E. Kane, and Robert J. Ginn, Jr. Publisher: Davies-Black Publishing, Palo Alto, California, 1997.

Helping Your Child Choose a Career by Luther B. Otto, Ph.D. Publisher: JIST Works, Inc., Indianapolis, IN, 1996.

Lee Canter's Parents on Your Side – Teacher's Plan Book Plus #4. Publisher: Canter & Associates, Inc., 1992.

The Parent Involvement. Publisher: The MASTER Teacher, INC., Manhatten Kansas, 1997.

Realizing The Dream: Career Planning for the 21st Century by the American College Testing Program and the National Career Development Association, 1994.